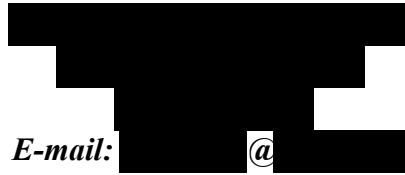


Aisha Wade-Bey Ed.D.



OBJECTIVE

Seeking a rewarding and challenging position that will provide me with an opportunity to utilize my extensive training and hands on experience in teaching towards assisting your institution in developing and sustaining an academically enriched learning environment.

EDUCATION

Argosy University, Chicago, IL – Ed.D. Doctorate with emphasis in Educational Leadership, 2007
Dissertation: The Contributing Factors to the Dropout Rate of Large Metropolitan High Schools From Principal's Perspectives
Additional studies in: School-based Budgeting

Concordia University, River Forest, IL – Master of Arts Degree in Education, 1998
Thesis: Motivating a Child To Read in an Ever-Changing Society

Columbia College, Chicago, IL – Bachelor of Arts Degree in Management, 1991

CERTIFICATIONS

Type 75 Illinois Administrative Certificate for grades K-12
Type 03 Standard Certificate self-contained K-8
Endorsements: Middle School Language Arts, Social Science and Business Management
Teacher Evaluator- ISBE Growth 2014

EMPLOYMENT EXPERIENCE

Elementary Teacher and Hendricks Math & Science Academy, Chicago, IL	2008 – Present
LSC Teacher Representative	2012 – 2014
Elementary Teacher	2004 – 2008
Educational Coordinator	2000 – 2003
Elementary Teacher	1997 – 2004
Research Assistant	1995 – 1996
Elementary Educator	1991 – 1996

SKILLS AND QUALIFICATION HIGHLIGHTS

- Skilled in developing effective lesson plans based on individual needs and in assessing student's learning ability. Analyze test data and develop curriculum to motivate and promote academic growth.
- Work closely with Principal and fellow teachers ensuring adherence to state and school academic requirements and I have served as Team Leader for 3rd and 4th grade teachers, including Special Ed teacher providing guidance and instruction in academics, controlling classrooms and identifying behavioral patterns in students.

- Applied cooperative learning techniques by introducing cross-age and peer tutoring to assist students with academic studies, self-esteem, social bonding and understanding of cultural differences.
- Facilitated spelling bees and assemblies for 2nd through 8th grades.
- Run successful after school programs for two different sites monitoring students' performance and develop individual educational plans for students who are not performing at appropriate skill level.
- Actively participate in Parent/Teacher conferences and maintain an open line of communication with parents tracking students' progress and ensuring a home environment conducive to learning is consistently maintained.
- Skilled in administering and analyzing CIF Math Assessment and other test data and implement changes to enhance academic growth potential. Personalize lesson plans to increase knowledge and academic motivation for underperforming students in all subject areas.
- Developed coding system to determine if mentoring would have a positive and significant impact on students ages 8-18, while working as a Research Assistant for the City of Chicago.
- Researched and aligned 3rd grade curriculum ELA map for the first 10 weeks, language arts literacy curriculum for 6th grade, and science literacy curriculum for 7th grade.
- Collaborated with library teacher in writing CPS Picturing America Grant.
- Carefully assess class needs and effectively budget CPS stipend spending allowance.
- Skilled in integrating technology into the curriculum for all subject areas and I am proficient in Microsoft Word, Excel, PowerPoint, Impact, Grade Book, CIM, SIM, Google Docs, AAA Math and Web-based instructional platforms study island

COMMUNITY OUTREACH & VOLUNTEER SERVICE

- Implemented home study program to assist over 1500 parents in receiving their G.E.D. Degrees.
- Created monthly newsletter for parents and organized township meetings to discuss current events and schools viability.
- Administered youth statistical surveys for 240 controlled participants ranging in age from 8 to 18.
- Collaborated with Laurie Goux, a Katherine Dunham dance artist in co-writing an Anti-bullying grant for Hendricks Math & Science Academy.
- Collaborated with Kenwood Oakland Community Organization in hosting seminars with parents.
- Volunteer for the (L.O.V.E. & M.O.V.E.) Ladies and men of value and excellence organization provide mentoring, guidance and instruction in social, moral development and behavior. Assist with social networking to host events that address community needs.

SPECIAL RECOGNITION

Honorable mention in the Chicago Defender Newspaper

Outstanding Leadership with Taylor Organization Youth Service

Awarded CPS Picturing America Grant for Hendricks School

Disney Magnet School: Arts Integrated Learning Project (Aborigines of Australia). Nominated for

Premier Lesson by Arts 4 Learning

Shining Star Teach Award- WVON Matt McGill Show

PROFESSIONAL AFFILIATIONS

Association for Supervision and Curriculum Development (ASCD)

American Federation of Teachers (AFT)

National Education Association (NEA)

ASIF J. WILSON

1050 W. Hubbard, Unit 1C, Chicago, IL, 60642 | (773)-663-6292 | asif_wilson@yahoo.com

EDUCATION

University of Illinois at Chicago

Ph.D. in Curriculum and Instruction

2016

Areas of concentration: pre-service teacher education and participatory action research

University of Illinois at Chicago

M.Ed. in Educational studies

2010

Areas of concentration: critical science education

University of Illinois at Chicago

B.A. in Elementary Education

2008

Areas of concentration: special education

AWARDS

Making Achievement Possible, *University of Illinois at Chicago*

2013

Inspiration Award, *Christ the King High School*

2012

NASA Heliophysics Ambassador, *May Community Academy*

2011

TEACHING EXPERIENCE

Greenhouse Fellowship

2014-present

Executive Director

University of Illinois at Chicago

Instructor – Intro to Urban Education

2013-2014

University of Chicago

Adjunct Instructor – Critical Analysis of Key Issues in Urban Schools

2013-2013

Adjunct Instructor – Justice-Centered Teaching in Urban Schools

2014-2014

Developed syllabus, overall course structure, and administered all grades.

Columbia College Chicago

2013-present

Consultant

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Chicago Public Schools

2008-2013

May Community Academy

Classroom teacher (7th/8th grade) – Science**RELATED EXPERIENCE**

University of Illinois at Chicago

Summer 2014

Pre-College Leadership and Impact Program

Coordinator and Facilitator

University of Illinois at Chicago

2013-2014

Chicago Teacher Partnership Program (CTPP)

Academic Coach

University of Illinois at Chicago

2013-2014

Chicago Teacher Partnership Program (CTPP)

Academic Coach

University of Illinois at Chicago

2013-2014

Chicago Teacher Partnership Program (CTPP)

Embedded Faculty

University of Illinois at Chicago Collaborative for Educational Justice and Equity (CEJE) Researcher	2013-present
University of Illinois at Chicago Lead facilitator	2013-present
University of Illinois at Chicago Content Learning and Identity Construction (CLIC) Research Project Researcher/Participant	2013-2014
Chicago Grassroots Curriculum Taskforce Curriculum Developer Higher Education Committee	2013-present
Coalition to Revitalize Dyett High School Design Team Member	2013-present
Columbia College Chicago Transforming Education through the Arts and Media (TEAM) TEAM fellowship participant	2012
University of Illinois at Chicago Chicago Teacher Partnership Program (CTPP) Teacher Liaison	2010-2013
University of Illinois at Chicago College of Education Mentor Teacher	2011-2012

PUBLICATIONS AND PAPERS

Wilson, A. (2014). Teachers as learners: Repositioning power in classroom spaces. In Chicago Grassroots Curriculum Taskforce (Eds.), *Grassroots Curriculum Toolkit 4.0: A Critical Urban Praxis Collection*. (p. 46-49). Chicago, IL: Chicago Grassroots Curriculum Taskforce.

Lipman, P., Vaughan, K., Gutierrez, R., Gutstein, E., Hoereth, M., Campbell, D., Wilson, A., & Osgood, K., (2014). Root shock: Parents' perspectives on school closings in Chicago. Chicago, IL: Collaborative for Equity and Justice in Education.

Collaborative for Equity and Justice in Education (2014). School closings and quality education: What parents want. Chicago, IL: Collaborative for Equity and Justice in Education.

Collaborative for Equity and Justice in Education (2014). The impact of school closings on parent involvement. Chicago, IL: Collaborative for Equity and Justice in Education.

Collaborative for Equity and Justice in Education (2014). School closings and decision-making in Chicago Public Schools. Chicago, IL: Collaborative for Equity and Justice in Education.

Wilson, A. & Milgietta, A. (2013). School struggles: Historical roots leading to the 1963-64 school boycotts against racial inequalities in Chicago Public Schools. Chicago, IL: Chicago Grassroots Curriculum Taskforce.

PRESENTATIONS

New York Collective of Radical Educators (2015). *Justice! Not Just Tests Annual Conference (2015): Workshop*
"Looking within: Tackling injustice in pre-service teacher education: Workshop"

National Association for Multicultural Education (2014). Dismantling *Fronteras* through Multicultural Education: *Con Comunidad, Cariño, y Coraje*
Workshop

“Critical multicultural education for preservice teachers in urban contexts”

Teachers for Social Justice (2014). Annual Curriculum Fair:

Workshop

“Building critical curriculum on Chicago’s schooling and education”

Indiana University (2014). Inaugural Sustainable Civic and Community Engagement Conference:
Presentation

“Youth as actors on their worlds”

Chicago Teacher Partnership Program (2014). The Road Ahead: Multiple Voices for Tomorrow’s Educators:
Keynote Address

“Preserving democracy as tomorrow’s teachers”

Chicago Grassroots Curriculum Taskforce (2014). Creating Grassroots Education: A Collaborative Forum:
Workshop.

“Developing justice-centered, thematic curriculum”

Chicago Grassroots Curriculum Taskforce (2013). Fall Summit: Panel Presentation.
“Teaching for social justice”

Neighborhood Schools Fair (2013): Workshop
“Teaching for social justice”

University of Illinois at Chicago annual research day (2013): Paper presentation
“Content Learning and Identity Construction”

Columbia College Chicago (2013). Summer Institute: Workshop lead
“Critical consuming in classroom spaces”

Columbia College Chicago (2013). Summer Institute: Workshop lead
“Using students’ lived experience as pedagogy”

Illinois Computing Educators Conference. (2013): Workshop lead
“Using students’ lived experience as pedagogy”

Chicago Curriculum Studies Student Symposium (2013): Presentation
“Using students’ lived experience as pedagogy”

Teachers for Social Justice (2012). Annual Curriculum Fair: Poster presentation
“Blogging as counter-narrative”

MEMBERSHIPS

Teachers for Social Justice

Bridges of Care (steering committee)

ROBERT A. GEORGE

Goal

To unite my experience as a operations executive and an education, social justice, and peace activist.

SKILLS AND EXPERTISE

Summary

- Lifelong Social Justice and Peace Activist
- Senior Executive with exceptional experience in growth and development within diverse cultural, and geographic regions.
- Strategic, results-driven manager with proven ability to work collaboratively to bring about results
 - Created plans, policies, and powerful paradigms leading to strong program development
 - Constructed and provided instruction, and coordinated programs which advanced staff understanding and effectiveness
 - Communicated and collaborated effectively with colleagues across regional and national projects
 - Consciously connects with the people in and outside the organization; recognizing reciprocal reverence is the best means to create collaboration and desired program result.
- A compassionate leader with excellent interpersonal and communication skills, dedicated to fostering a working environment that encourages individuals while optimizing team performance,
- Skilled in for-profit and not-for-profit management with an ability to cultivate a climate and culture that grows a fiscally sound enterprise greater.
- An aptitude for nurturing relationships within the working group and in the communities served. Ultimately, able to achieve what others think impossible dreams.

Non-Profit Experience

SAVE OUR SCHOOLS MARCH

National Director [elected position] November 2013 to Present

- Currently organizing Campaign for Artful Resistance nationwide events.
- Maintain fiscal stability of organization, organizational continuity and integrity through three board elections.
- Managing process to become 501c3 organization.
- Recruited Board and implementing Board Development process

Executive Committee Fund Raising Chair November 2010 to November 2013

Successfully co-planned, organized, funded and coordinated National March and Call to Action Summer Conference 2011 in Washington DC
Co-Organized, funded and ran two national conventions 2011 and 2012 Washington DC.

Coalition to Revitalize Dyett High School

Member and active Participant

- Involved in planning and implementing various actions to save open enrollment neighborhood High school for the greater Kenwood- Bronzeville Community.
- Active in strategic planning process for DYETT GLOBAL LEADERSHIP AND GREEN TECHNOLOGY COMMUNITY HIGH SCHOOL

KENWOOD OAKLAND COMMUNITY ORGANIZATION

Member and Education Activist

Active Organizer. Human Rights Bus Tours Chicago Illinois Spring 2013

Participant Three-Day March for Education Justice Chicago Illinois May 18-20 2013.

Participant. Organizer

- Lobbying for Journey For Justice 2 "Our Children Are Not Collateral Damage!"
- *March and Department of Education Hearings on the Civil Rights Impact of School Closings, Turnarounds, Phase Outs and Co-Locations* January 28-29th 2013
- *Journey fro Justice 3 May 13th Washington DC Rally at Supreme Court March to Department of Justice to submit three civil rights lawsuits on behalf of parents and students of color*

OAK PARK PEACE CORNER, WORLD CAN'T WAIT, NORTHWEST COALITION FOR PEACE AND JUSTICE

Peace Activist

- Organized and participated in 10 years of Demonstrating for Peace at the Oak Park Peace Corner

Organizer. Eyes Wide Open & Cost of War-Oak Park

- Co-Organize and Promote May 2008

Conscientious Objector

- Grant from National Endowment for the Humanities.
- Alternate Service Socially Conscience Documentary Filmmaker

ROBERT A. GEORGE

For-Profit Experience

CATAPULT LEARNING EXPERIENCE

Senior Vice President of Operations/Midwest, West & South. 2009 to 2012

Regional Vice President/Executive Director Midwest. 2002 to 2009 Sylvan At School

Member of Senior Management Team. Involved in Strategic and Tactical Planning and Budgeting

As the Chief Administrator responsible for customer relationships with Catholic schools [Archdiocese and Parish], Lutheran Synod, Jewish Talmud Torah affiliates and associated Public School districts.

- Managed and developed programs to provide customized services sensitive to the individual needs of each religious group while enhancing private schools ability to maximize their share of available federal and state funds. Met all Public school district, State and Federal guidelines and regulations
- Actively controlled and administered 43 million dollar service business with 101 accounts in 17 States.
- Successfully responded to RFP's for services with Chicago, Los Angeles, New Orleans Tucson, Detroit, Indianapolis, Memphis, Minneapolis, Milwaukee, Columbus, Maywood, and Thornton HS Districts
- Renewal rate of 99% over 10 year span in core business.
- Annual expansion rate of 21% over same time frame.
- Improved margins by 3.8% while growing business fiscal year 2009 through 2013.
 - Responsible for all Catapult Learning and Education Station NCLB, Traditional In School Programs, Non-Public Programs and program operations in the Midwest, South and West

Title One Regional Director. 1999 to 2002 Sylvan at School

Chief Administrator of Third Party Services for Chicago Non-Public Title One Programs and in Traditional In-School Programs for Chicago, Thornton HS and Bellwood. Responsible for all aspects of program implementation. Liaison with Chicago Public Schools, Supervised sixty-five employees.

Title One Supervisor. 1997 to 1999

Supervisor.

Supervised four Non-Public and eight Public programs in Compton, CA. Implemented instructional program and maintained budgets and records. Managed forty-four employees. Partnership Program Participant. Part of team that developed and instituted intersession program in 33 LAUSD Public School using Public School teachers. Co-Area Manager for 11 schools with three iterations at each site.

Zone Chief Executive 1992 to 1997

World Book Encyclopedia Inc., Los Angeles, California

- Expanded territorial sales from fifty-fourth to first in country.
- Received company's highest sales management award four years in a row.
- Consistently led company in recruitment, retention and development of sales managers and sales force
- Attracted and developed three branch managers and nine division managers for company in multiethnic [Black, Latino and Asian] communities .
- On Senior Advisory Team for CEO of parent company. Involved with all aspects of Strategic Planning.
- Conceive marketing, sales, and organizational strategies. Create plans, policies, and powerful paradigms. Construct, provide instruction, and coordinate programs. Communicate and collaborate with colleagues. Cultivate a climate and culture that grows a company greater. Ultimately, achieve what others think impossible dreams.

Guest Lecturer. Motivational Speaker within each entrepreneurial enterprise.

Teacher for 7 years. Taught Kindergarten, Middle School and severely emotionally disturbed students

Entrepreneur Consultant 1992 to 1997

Sales, Marketing, and Services Consultant, Downey, California

Santillanes Group Tijuana Mexico.

Joint venture with Santillanes Group Tijuana Mexico. Co-Developed sales strategy and organization. Collaborated and worked directly with owner to create an import export business of English Language learning tools as well as Spanish texts for use in bilingual programs in American schools

EDUCATION

University of Wisconsin Milwaukee, Milwaukee, Wisconsin

Masters of Science. Educational Psychology

Bachelor of Arts. Elementary Education

Toastmasters International, Los Angeles California

Instruction in Public Speaking and Leadership Skills.

University of Notre Dame

Undergraduate Studies.

Participated in Sophomore-Year-Abroad Program, Innsbruck Austria

J. Brian Malone

QUALIFICATIONS

This applicant has: nearly 20 years experience in working with community residents to develop their internal and external capacity for change; identifying and leveraging resources to address the multi-faceted issues impacting low-income and working class communities; and interfacing with a diverse array of stakeholders in the public and private sectors of Society to create change. This applicant also has excellent multi-task and organizational skills; well-developed written and verbal communication abilities; administrative and systems management expertise; supervisory experience; a motivational style of leadership; and a balanced, responsible approach to fiscal management garnered through maintaining compliance of government and private contracts for more than 10 years. This applicant is an experienced community organizer, administrator, manager, grant-writer, and a team leader capable of building consensus and collaboration.

EDUCATION

Illinois School of Professional Psychology at Argosy University

Master of Arts in Community Counseling, 2011

CACREP Accredited Program

University of Illinois at Urbana-Champaign

Bachelor of Arts in Sociology, 2006

EMPLOYMENT

Executive Director

Chicago, Illinois

Kenwood Oakland Community Organization

3/12 – present

- Responsible for the fiscal management and fundraising of the organization;
- Supervise staff and volunteers;
- Provide support for the Board of Directors; and
- Oversees all programmatic and administrative functions.

Housing Organizer

Chicago, Illinois

Kenwood Oakland Community Organization

11/08 – 3/12

- Build the leadership capacity and knowledge base of housing development residents to advocate on their own behalf, identify strategies to raise and resolve issues important to them, and mobilize the resources to implement those strategies;
- Build partnership with tenant leaders to negotiate with local, state, and federal elected officials, and property owners and managers to address the quality of life concerns raised by housing development residents;
- Participate in and provide leadership for local and city-wide coalition efforts to protect the rights of rental housing residents, and to preserve and create affordable housing; and
- Work in tandem with KOCO staff and community leaders to coordinate public policy and community organizing efforts to maintain alignment with organizational mission.

Regional Coordinator of Equal Voice for America's Families National Campaign

Chicago, Illinois

Marguerite Casey Foundation

9/07 – 10/08

- Negotiated a cohesive planning process involving more than 20 community-based organizations; representing thousands of people to direct the agenda of a national campaign;
- Coordinated the organization of five public forums and a regional conference to build consensus amongst neighborhoods and families to construct a national agenda for the advancement of issues impacting low-income and working families;
- Recruited local and national stakeholders to inform the decision-making and mobilizing of communities to strengthen the regional and national activities of the Campaign; and
- Facilitated work groups and committees to implement the regional component of a broader national campaign.

Employment and Training Director

Chicago, Illinois

Kenwood Oakland Community Organization

9/04 – 8/07

- Maintain compliance with State of Illinois contracts to provide employment training and placement for community residents; and establish systems and standards for success program implementation;
- Supervise paid and unpaid staff in the implementation of program activities; including, but not limited to: case management, job readiness training, subsidized and unsubsidized job placements, and referrals for additional training and supports;
- Network with local and national businesses and employment agencies to train and employ community residents; and
- Organize public and private events to build support and create strategic partnerships with elected officials, business owners, store managers, agency representatives, and community based organizations.

REFERENCES

Available upon request

ASG=Architecture+Sustainability+Globalization

 Royce Cunningham, LEED AP BD+C, BPI BA
3336 Calumet Avenue
Chicago, IL 60616
email: asgrac@ameritech.net
website: archservicesgroup.com
312-791-1408/1411 tel/fax

- CONSTRUCTION PROGRAM DEVELOPMENT
- COST ESTIMATING
- CRITICAL PATH SCHEDULING
- CONTRACT ADMINISTRATION
- OWNER'S REPRESENTATIVE SERVICES
- ENERGY CONSERVATION & RETROFITS
- SUSTAINABILITY DESIGN
- LEED & BPI CONSULTING

architectural services group, inc.
CONSTRUCTION MANAGEMENT

CERTIFIED MBE/DBE/VBE

ASG IS A CHICAGO-BASED ALLIANCE OF CONSTRUCTION INDUSTRY PROFESSIONALS WORKING TO LINK, LEVERAGE, AND LEAD GREEN ENERGY & SUSTAINABILITY BENEFITS TO URBAN COMMUNITIES ACROSS THE NATION. WE ARE A NETWORK OF INDIVIDUAL BUSINESSES WITH OVER 80 YEARS COMBINED CONSTRUCTION INDUSTRY EXPERIENCE, COMMITTED TO FULL PARTICIPATION FOR THE ADVOCACY, TRAINING, AND PARTNERSHIPS FOR GREEN JOBS, CAREERS, AND ENTERPRISE IN EXISTING, DEVELOPING, AND FUTURE GREEN TECHNOLOGIES.

OUR PRINCIPALS HOLD ACTIVE LEED BD+C ACCREDITED PROFESSIONAL CERTIFICATIONS (ENERGY & ENVIRONMENTAL DESIGN), AS WELL AS BPI BUILDING ANALYST AND ENVELOPE CERTIFICATIONS (ENERGY AUDITING AND RETROFITS). ASG IS PROUD TO BE A CERTIFIED VETERAN-OWNED BUSINESS.

GREEN ENERGY IN MOTION, INC. IS OUR WHOLY-OWNED SUSTAINABILITY DIVISION AND ARE OUR SUSTAINABILITY AND GREEN SUBJECT MATTER EXPERTS PROVIDE EDUCATION, INFORMATION, AND INNOVATIVE DESIGN & DEVELOPMENT TO URBAN COMMUNITIES FROM THE INSIDE-OUT, WHILE PROMOTING HEALTHY LIFESTYLE LINKAGES FOR TODAY'S GENERATION AND BEYOND.



green member of
architectural services group, inc.

ROYCE CUNNINGHAM

Mr. Cunningham comes to GREEN ENERGY IN MOTION from Architectural Services Group (ASG). Under Mr. Cunningham's direction, ASG performed energy saving Weatherizations for CEDA, Delta, and DCEO's Urban Weatherization Initiative (UWI) Weatherization Assistance Programs, holding State certifications in Building Analyst/Building Envelope, and EPA RRP Lead Safe. With Mr. Cunningham leading, ASG served as Owner's Representative for the Illinois Institute of Technology State Street Village dormitory housing and the Restoration/Renovation of the Overton Building historic landmark. As Program Manager for McCluer Construction, Mr. Cunningham managed the CPS' Capital Improvement Program's special projects, including construction of the Chicago Bronzeville Military Academy, and the Chicago Agricultural Sciences High School. Prior to McCluer, Mr. Cunningham worked as lead architect for Triad Consortium Architects. Mr. Cunningham recently worked with Brown & Momen Construction, managing CPS and U of C projects. Mr. Cunningham is certified LEED AP BD+C, BPI BA certified (Energy Auditor), and a certified member of Al Gore's Climate Leadership Corp.

EDUCATION

Bachelor of Architecture-Illinois Institute of Technology, Chicago, Illinois 1987

Master of Business Management candidate-Illinois Institute of Technology, Chicago, Illinois 1992

PROFESSIONAL EXPERIENCE

- Brown & Momen, Inc., Chicago, Illinois – Provided Project Management for CPS Elementary School and University of Chicago Residence Halls. 6/2008-6/2009
- Illinois Institute of Technology, Chicago, Illinois – IIT State Street Village. Construction of new 110,000 sf, 367 unit college dormitory. 1/2001-12/2003
- Chicago School Associates, Chicago, Illinois – Chicago Public Schools Program Management of CPS Capital Improvement Program. 6/1996-6/2000
- McCluer Construction Management –Project Manager 5/1990-6/1996
 - Chicago Public Schools, Chicago, Illinois – Ella Flagg Young School- Construction of new 75,000 sf elementary school addition as AOR.
 - Chicago Sun-Times, Chicago, Illinois – Design/Build of 350,000 sf newspaper production facility.
 - Tenneco, Lincolnshire, Illinois – New construction of 65, 000 sf data center.
 - Bank of Boston, Boston, Massachusetts – Renovation and upgrading of 46 area bank branches.
 - Public Building Commission, Chicago, Illinois – Agricultural Science High School – Construction of \$25 million new addition. (1993)
 - Public Building Commission, Chicago, Illinois - Complete interior painting program for 36 public schools.
 - Public Building Commission, Chicago, Illinois – Renovation and expansion of 27 Chicago Public Schools, including Carter, Morrill and Marquette new additions.
 - Chicago Public Schools, Chicago, Illinois - Facility assessment of 570 Individual buildings totaling over 51,000,000 sf
 - Chicago Public Schools, Chicago, Illinois – Accessibility assessments of 37 magnet schools totaling 2,700,000 sf
- The Neighborhood Institute, Chicago, Illinois - 130 residential multi-family low-rise units (Triad 1990)
- Evangelical Hospital, Chicago, Illinois - 120 residential multi-family high-rise units (Triad 1987)

PROFESSIONAL AFFILIATIONS

National Organization of Minority Architects (NOMA) (inactive)

National Society of Black Engineers (NSBE)

Leadership in Energy and Environmental Design Accredited Professional

Building Design and Construction (LEED) AP BD+C

Building Performance Institute (BPI) BPI BA Energy Auditor

Daniel Morales-Doyle



Education:

Expected July 2015	PhD in Curriculum Studies University of Illinois at Chicago , GPA: [REDACTED] Dissertation Title: <i>Science education as a catalyst for social change? Justice-centered pedagogy in high school chemistry</i> Committee: David Stovall (chair), Maria Varelas, Eric Gutstein, Ingrid Sanchez-Tapia, Alberto J. Rodriguez (Purdue University)
August 2005	Masters of Science in Education and Social Policy Northwestern University , GPA: [REDACTED]
December 2002	Bachelors of Arts in Chemistry with a minor in Education University of California at Berkeley , GPA: [REDACTED]

Teaching License:

Illinois State Board of Education Professional Educator License # 2083439
Endorsement in secondary education and chemistry (registered through July 2018)

Appointments/Teaching Experience:

Spring 2014 – Present	Visiting Lecturer, Curriculum & Instruction, Chemistry University of Illinois at Chicago Courses: ED432: Instruction and Assessment in the Urban Secondary Science Classroom, CHEM472: Teaching Methods in Chemistry, CI 551: Practitioner Research in Science Contexts ED471: Educational Practice with Seminar II (supervision of student teachers)
Summer 2006 – Fall 2013	Science Teacher, Department Chair (2006 – 2011) Greater Lawndale High School for Social Justice – Chicago, IL Courses: Advanced Placement Chemistry, Chemistry, Physics, Environmental Science
Fall 2011 – Spring 2013	Teaching Assistant University of Illinois at Chicago Courses: ED432: Instruction and Assessment in the Urban Secondary Science Classroom, CI 551: Practitioner Research in Science Contexts
Fall 2003 – Spring 2006	Science Teacher M. L. King College Preparatory High School – Chicago, IL Courses: Advanced Placement Chemistry, Chemistry

Grants:

Co-PI: NSF Noyce Teaching Fellows/Master Teaching Fellows, University of Illinois at Chicago, 2014-2020, \$2.9 million + \$1.6 million in matching funds (equal PI responsibilities with Maria Varelas and Carole Mitchener)

PI: College of Education Collaborative Community Engagement Grant, University of Illinois at Chicago, 2014-15, \$5000

Publications

Morales-Doyle, D. (2014) “Reconnecting STEM and roots: Making chemistry relevant in urban communities. *Spectrum, The Journal of the Illinois Science Teachers Association*. 40(1).

Stovall, D. and Morales-Doyle, D (2010). “Doc your block Chicago: Critical media inquiry as high school social studies for social justice.” In T. Chapman and N. Hobbel (Eds.) *Social Justice Pedagogy Across the Curriculum: the practice of freedom*. Routledge.

Morales-Doyle, D. and Frausto, A. “Chemistry with the community: Two teachers convergent paths to a critical curriculum.” In E. Morrell, K. W. Yang, & J. Duncan-Andrade (Eds.) *The Urban Pedagogy Reader*. Peter Lang (forthcoming).

Refereed Conference Presentations:

Accepted Proposal for April, 2015: Morales-Doyle, D. *Catalyst for (re)evolution? Critical and culturally relevant pedagogy in secondary chemistry*. Paper submitted as part of the related paper set entitled “De/Reconstructing (re)evolutionary and socially just places of learning in formal science classrooms” for the annual international conference of NARST, Chicago, Illinois.

Accepted proposal for March, 2015: Morales-Doyle, D. *Relevant Chemistry in Chicago*. Paper accepted as part of Teacher Research Day at the 2015 annual conference of the National Science Teachers Association, Chicago, Illinois.

Morales-Doyle, D., & Frausto, A. (2012, April). *Chemistry with the community*. Paper presented at the symposium entitled “Critical Pedagogies Across Subject Areas: Comparative Perspectives from Urban Science, Elementary, and Out-of-school Educational Settings” at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Stovall, D., & Morales-Doyle, D., (2009, April). *Doc your block Chicago: Critical media inquiry as high school social studies for social justice*. Paper presented at the symposium entitled “The Practice of Freedom: Social Justice Pedagogy in the United States” at the annual meeting of the American Educational Research Association, San Diego, California.

Invited or Sponsored Presentations, Panels, and Workshops:

Invited and confirmed for April 2015: Panelist on the Latino/a Research Interest Group (LARIG) Panel on Latino/as in Science Education at the annual international conference of NARST: A worldwide organization for improving the teaching and learning of science through research in Chicago, Illinois.

Confirmed for April 2015: Discussant at the Equity and Ethics Committee sponsored session at the annual international conference of NARST: A worldwide organization for improving the teaching and learning of science through research in Chicago, Illinois.

Morales-Doyle, D. (2014, June). *Charge to the Graduates/Keynote Address*. Social Justice High School Commencement Ceremony, Chicago, IL.

Morales-Doyle, D. (2013, June). *Charge to the Graduates/Keynote Address*. Social Justice High School Commencement Ceremony, Chicago, IL.

Morales-Doyle, D. (2012, June). *Charge to the Graduates/Keynote Address*. Social Justice High School Commencement Ceremony, Chicago, IL.

Morales-Doyle, D. (2011, October). *NEIU Chicago Grassroots Curriculum Taskforce Student Forum*. Invited Panel member. Northeastern Illinois University.

Morales-Doyle, D. (2011, February). *Teachers as Organizers, Professionals, and Artists – Creating Democracy in and out of School*. Invited panel member at the North Dakota Study Group Annual Meeting, Mundelein, Illinois.

Morales-Doyle, D. & Frausto, A. (2010, February). *Practicing Transformative Teaching Across Content Areas*. Professional Development facilitated at Peoples High School in the Vallejo City Unified School District, Vallejo, California.

Morales-Doyle, D. & Frausto, A. (2009, July). *Truth versus Tricknology*. Presentation at the Tucson Unified School District Institute for Transformative Education, Tucson, Arizona.

Morales-Doyle, D. (2009, June). *Charge to the Graduates/Keynote Address*. Social Justice High School Commencement Ceremony, Chicago, IL.

Morales-Doyle, D. (2009, May). *Teaching in Content Areas for Social Justice*. Presentation to Kelvyn Park Social Justice Academy, Gary, Indiana.

Gutstein, E., Morales-Doyle, D., & Frausto, A. (2009, March). *Teaching Math and Science for Social Justice*. Presentation for Teachers for Social Justice, Chicago, Illinois.

Stovall, D. & Morales-Doyle, D. (2008, July). *Doc Your Block Chicago*. Presentation at the Tucson Unified School District Institute for Transformative Education, Tucson, Arizona.

Morales-Doyle, D. (2008, April). *Talkin' Bout: Freedom Schools*. Invited panel member in an online panel discussion on the Education for Liberation Network website.

Morales-Doyle, D. (2008, April). *Greater Lawndale Little Village School for Social Justice Science Curriculum and Assessment*. Presentation to a delegation of science educators from the Swedish government, Chicago, IL.

Morales-Doyle, D. (2008, March). *Educators Reclaiming Civic Responsibility: Teacher Activist Groups in New York, Chicago and San Francisco*. Panel presentation at the American Educational Research Association Annual Meeting, New York, NY.

Morales-Doyle, D. (2007, June). *Teacher as Activist: Organizing Collectively for Justice*. Workshop at Education for Liberation Network Free Minds, Free People Conference, Chicago, IL.

Morales-Doyle, D. (2007, June). *The Halls of Justice: Creating and Sustaining a Social Justice School*. Panel Presentation at the Education for Liberation Network Free Minds, Free People Conference, Chicago, IL.

Morales-Doyle, D. (2007, April). *Linking Research and Activism for Social Justice in Chicago: An Invitation to Dialogue*. Panel presentation at the American Educational Research Association Annual Meeting, Chicago, IL.

Morales-Doyle, D. (2006, November). *Environment through the lens of Children and Family Law: The slow effects of lead-paint on children, families, and the community*. Invited panel member. Northwestern University School of Law, Chicago, IL.

Consulting, Fellowships, Boards, and Committees:

July 2014 – Present	Local School Council Community Representative Eberhart Elementary School, Chicago, IL
July 2009 – June 2012	Advisory Local School Council Teacher Representative Greater Lawndale/Little Village High School for Social Justice, Chicago, IL
November 2009 – 2010	Member of the Board of Directors Little Village Environmental Justice Organization
January – July 2008	Curriculum Developer Black Youth Project Center for the Study of Race, Politics, and Culture University of Chicago
Summer 2005, 2006	Teacher Fellow Center for Curriculum Materials in Science School of Education and Social Policy Northwestern University
Summer 2006	Collaborating Teacher Chemistry Literacy Project Graduate School of Education University of California, Berkeley
Fall 2005	Member, High School Transformation RFP Selection Committee Chicago Public Schools
Fall 2004 – Spring 2005	Facilitator, ChemCom Professional Development Group Chicago Public Schools Math & Science Initiative
Spring 2003	Member, Textbook Selection Process Chemistry Working Group Chicago Public Schools Math and Science Initiative

Professional Organizations:

2009 – Present American Educational Research Association, Student Member (Divisions B, G, and K)

2012 – Present NARST – A worldwide organization for improving science teaching and learning through research, Graduate Student Member

2014 – Present National Science Teachers Association

2004 – Present Teachers for Social Justice, Chicago (Coordinating Committee Member, 2007-08)

Joy M. Clendening



QUALIFICATIONS

I am an organized, responsible, efficient, bilingual English/Spanish, thorough, reliable, creative, and detail-oriented former teacher with good facilitation and communication skills. These attributes in addition to being a quick learner have made me successful during my ten years in education, the following years raising four children, and more recently as a part-time student and public education activist.

WORK EXPERIENCE

Researcher

Raise Your Hand for Illinois Public Education, Chicago, IL 2013 - 2014

Substitute Teacher

Chicago Public Schools, Chicago, IL 2007 – 2009

Social Studies Teacher

Pasadena High School, Pasadena, CA 1992 – 1998

Bilingual Resource Teacher

Pasadena High School, Pasadena, CA 1994 – 1996

Bilingual Spanish Teacher

East Somerville Community School, Somerville, MA 1991 – 1992

Violin Teacher

Escuela Nacional de Musica – National School of Music, Managua, Nicaragua 1989 – 1990

Music Teacher

Catholic Relief Services – Salvadoran Refugee Camp, Colomoncagua, Honduras 1989

Violin Teacher

Escuela de Artes Musicales – School of Musical Arts and Escuela Experimental de Musica para los Ninos - Children's Experimental Music School, Tegucigalpa, Honduras 1987

EDUCATION

MEd, Instructional Leadership: Educational Policy Studies expected December, 2015

Additional 30 credits in education coursework. 1991 – 2000

Harvard Undergraduate Teacher Education Program, 9th semester 1991

BA in History with concentration in Latin America
Harvard College, Cambridge, MA 1989

VOLUNTEER WORK

Member, Hyde Park/Kenwood Community Action Council 2014 - present
External Partner LSC trainer 2014 - present

Kenwood Oakland Community Organization
Raise Your Hand for Illinois Public Education, Chicago, IL

Parent Representative, Local School Council		
Kenwood Academy High School, Chicago, IL	2014 - present	
William H. Ray School, Chicago, IL	2012-2013	
Director, Hyde Park-Kenwood Community Conference Board of Directors	2012-present	
Advocate, Immigrant Child Advocacy Project, Chicago, IL	2007 – present	
Volunteer coordinator, Norman Bolden for 4 th Ward alderman campaign	2014-2015	
Chicago, IL		
President, Friends of Ray and Ray PTA		
William H. Ray School, Chicago, IL	2007-2009	
Treasurer, Friends of Latin at Ray		
William H. Ray School, Chicago, IL	2005 - 2009	
Secretary, Friends of Ray and Ray PTA		
William H. Ray School, Chicago, IL	2005 – 2007	
Founder and Parent Teacher		
Explorers Playschool Cooperative, Chicago, IL	2004 - 2006	

LANGUAGES

Fluent in Spanish and Proficient in German

References, transcripts, certificates and other records available upon request.



Objective

To obtain a position as a math teacher in a special education context utilizing my experience and capabilities in planning and implementing high quality mathematical lessons, analyzing and using data, and building strong relationships with students.

Teaching Experience

Arthur A. Libby Elementary: Special Education Teacher 08/2011-Present

- Special education department chair
- Develop teacher and student schedules that align to Individualized Education Plan.
- Teach 6th-8th grade mathematics, self contained and inclusion, in a special education setting.
- Member of the Instructional Leadership Team
- Develop Individualized Education Plans in conjunction with middle school, special education team that reflect student strengths and needs.

ACE Technical Charter High School: Special Education Teacher 08/10-06/11

- Taught 10th grade geometry in both a resource and inclusion setting, 11th grade English in a self contained setting, and chemistry and physics in an inclusion setting.
- Develop Individualized Education Plans that reflect individual student strengths and needs.

Arthur A. Libby Elementary: Special Education Teacher 08/2007-10/2009

- Develop teacher and student schedules that align to Individualized Education Plan.
- Teach in a 7th and 8th grade self contained classroom with students with high incidence disabilities.
- Developed lesson plans that aligned to IL Learning Standards in reading, writing, math, and social studies.
- Develop Individualized Education Plans reflect individual student strengths and needs.

Research Experience

University of Illinois at Chicago: CEJE researcher 08/12-05/13

- Interviewed participants on the effects of mass school closings in Chicago, IL.
- Transcribed and coded interviews.
- Created summaries of interviews for future reports.

University of Illinois at Chicago: CLIC researcher 01/14-12/14

- Created codes and coded elementary mathematics classroom videos for student behaviors that aligned to CLIC theories.
- Wrote student and classroom narratives that highlighted CLIC theories.

Education

University of Illinois at Chicago 06/2012-Present

Ph.D in Curriculum and Instruction with a concentration in Mathematics Education.



University of Illinois at Chicago
Master's Degree in Special Education

01/2010-12/2010

Tulane University
Bachelor's Degree in Psychology

08/1999-05/2004

Skills and Awards

- 2013-2014 CFE Action Research Leadership Fellowship Recipient

VITA

CARL LUTHER LAWSON, SR. Ph.D.



2004/2014	Chicago State University College of Education Special Education Department Assistant Professor
1998/2004	Chicago Public Schools <u>Florence B. Price Elementary School of Fine and Performing Arts</u> – Principal
1998	Chicago Public Schools <u>Dr. Martin Luther King Jr.</u> High School – Principal Appointed by the Chief Executive Officer of the Chicago Public schools system as principal of a high school to reorganize the entire school.
1990/1997	Chicago Public Schools <u>Florence B. Price Elementary School</u> – Principal Developed working relationship with King High School - where the 7 th and 8 th graders were housed. Organized over 25 programs that are serving the needs of 535 students. Developed a Fine Arts School and wrote and received a grant for the “24 hour school study.” Supported a school within a school concept from the Policy of the Special Education population. Created in working atmosphere where parents and community representatives became an integral part of the educational process.
1985/1990	Chicago Public Schools <u>Truant Alternative Program</u> One Needs Early (TAP-ONE) Drop-Out Prevention Program Developed and Implemented program to help students at-risk in school with “chronic truancy.”
1981/1985	Chicago Public Schools <u>Simeon Vocational High School</u> Teacher in Special Education (Behavior Disordered) Service students identified as behavior disordered. Implementation of programs that helped students to develop a positive self-concept which involved teachers, parents and community agencies. Appointed Director of organization and implementation of all activities which included: musicals and drama programs, athletic

events, fund raisings, tickets for all events (ordering and distribution), daily and monthly bulletins, school's assemblies, P.A. announcements, etc.

1973/1981

Chicago Public Schools

Lane Technical High School

Appointed marching Band Director. As a teacher in the Music Department primary duties included directing the marching Band, teaching Music History and Advanced Placement in Music. Additionally, Directed the "Gospel Jubilee." Organized the Lane Tech marching Corps in 1974; which included majorettes, pom-poms, flag boosters and cheerleaders. Organized and directed annual "Teachers' Talent Show" and annual "Students' Talent Shows."

1970/1973

Chicago Public Schools

Wendell Phillips High School

Appointed Band Director and teacher in general music. Sponsored Boys and Girls Service Club. Organized students to announce daily messages, and play music during, all lunch periods.

Educational Experience

Institution and Location	Degree	Year	Field of Study
Chicago State College	B.S.	1970	Music
Vandercook College	M.M.	1981	Music
Chicago State University	M.S.	1983	Special Education
Southern Illinois University	Ph.D.	1990	Spec. Ed. & Adm.

Professional Experience

1970/1973	Teacher, Wendell Phillips High School
1973/1981	Teacher, Lane Technical High School
1981/1985	Director of Students Activities, Simeon Voc. High School
1985/1991	Case Manager, Truant Alternate Program (Chicago Public Schools)
1982/2003	Music Teacher, Merit Music Program
1990/2011	Special Education Professor, Chicago State University
1991/1997	Principal, Florence B. Price Elementary School
1997/1998	Principal, Dr. Martin Luther King High School
2003	Mentor for LAUNCH Program, Chicago Academy for School Leadership
2001	Mentor for National Board of Recertification of Teachers
2002 / 2004	Mentor for LIFT Program, Chicago Public Schools, Chicago Academy for School Leadership
2004/ Present	Consultant for "Least Restrictive Environment" for schools in the State of Illinois
2005/2014	ISBE-Provider for CEUs/CPDUs

Community Organizations

Board Member	Holman Facility Health Board (Past)
Member	4 th Ward – Task Force Co. (Past)
Member	Business and Professional People for the Public Interest (BPI) North Kenwood/Oakland, Hyde Park/South Kenwood, and Woodlawn School Clustering Consortium (Past)

Professional Organizations

Faculty/Teacher Rep.	Merit Music Program (Past)
Board Member	Vandercook Music College Alumni (Past)
Chairperson	Urban Communities Public Health Consortium, Education Committee (Past)
Board Member	Robert Taylor Network of Services (Past)
Board Member	Quest – Chicago’s Teacher Union (Past)

Research Experience

- Developed a 24-Hour School Program/Curriculum (for youths 9-15 years)
- King High School-Introduced 25 operating programs:
- Developed a “Fine Arts School”
- First Choice Health Program
- Priceless King connection: Middle School Project at M.L. King High School
- Created partnerships with major universities: DePaul, Roosevelt, Chicago State University of Illinois-Chicago, University of Chicago, and Northeastern University
- “Quest” – School with a School
- Total Health Empowerment
- Drop-Out Prevention Program (for students at risk/chronic truancy)
- Youth Violence Curriculum Project
- Multiple Intelligences – Developed Programs Pre K – 8th grades (all curriculum integrated)
- Developed “Digital Portfolios” for every student
- Member of the Reorganization committee for Area Instructional Officers (AIO) for Chicago Public Schools
- Developed “7 day camp” at Price Elementary School for 60 students. Residential living for 7 days during school session
- Mentor for LAUNCH Program – Mentorship for Principal Training Program
- University of Illinois at Chicago – Health Kids Nutrition Program
- Implemented procedures for “Walk throughs” in Chicago Public Schools
- Mentor for the LIFT Program –Mentorship for Newly assigned principal in the Chicago Public Schools
- Reader of 2010 School Improve Grants and Proposals Illinois State Board Education

National and State Presentations

Presentation: “Least Restrictive Environment” In-Service for Teachers and Paraprofessional”, Pilsen Elementary School, Chicago, Illinois, November, 2005

Presentation: “Least Restrictive environment and “The Individual with Disabilities Education Act Workshop for Washing High School, April 2006

Presentation: 4th“Team Teaching in an Inclusive Classroom” Grades 3rd and 4th, Murray Language Elementary School, Chicago, Illinois. August 2006

Presentation: “Accommodations and Modifications in a an Inclusive classroom” Dulles Elementary, Chicago, Illinois, August 2006

Presentation: “The Role of Teachers in an Inclusive Environment” Perez Elementary School, Chicago, Illinois, August 2006

Presentation: “Planning Instructions for Students with Disabilities in an Inclusive Classroom”, Mary Lyon Elementary School, Chicago, 2006

Presentation: “Assistive Technology and School Based Solving”, Wendell Green Elementary School, Chicago, Illinois, October 2006

Presentation: “The Realities of Inclusion Urban Setting”, (AERA) 2007 Annual Meeting April 2007

Presentation: “Review of the least Restrictive Environment (LRE) and Corey H.” Thorp Elementary School May, 2007

Presentation: “Response to Intervention”, Chicago Teachers Union Quest Center, Annual School Improvement Conference April 2008

Presentation: “Team Building” Rosenwald Elementary School, Chicago, Illinois, August 2009

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Presentation: “Using Response to Intervention to Manage the Learning Environment and Students’ Problem Behaviors”, The 33rd Annual conference October, 2009 Tempe, Arizona

Research/Publications

Fore, III C., Boon, R. Lawson, C., Rasheed, S., & Weatherford-Jacobs. In review). Teachers’ perceptions of cognitive decision making for students with mild disabilities. *Journal Instructional Psychology Education*. (Data base study)

Fore III, C., Boon, R., Martin, C., & Lawson, C., (2007). Curriculum measurements and students with mild disabilities. *Academic Exchange Quarterly*.

Fore III, C., Graham, E., Voltz, Deborah, Lawson, C., & RTasheed, S.A. (2007). A comparison of inclusive versus resource classroom placement for black students with mild disabilities at the secondary level: Is there a need for separation? *Journal of the American Academy of Special Education Professionals*, 10-20.

Fore III, Boon, R., & Lawson Sr., C. (2007). *Instructional Strategies for the inclusive classroom: What does the research say? Published Proceeding*: The International conference on Honolulu, Hawaii.

Fore II, C., Boon, R., Lawson Sr., & Lindsey, K. (2008). *Effects of Cover, Copy, Compare Method to Improve the Spelling Achievement of Elementary Age Students with Specific Learning Disabilities and Behaviors. Published Proceeding*: The International conference on Education, Honolulu, Hawaii.

ELIZA FOURNIER



OBJECTIVE

To attain a position consisting of diverse tasks that utilizes and enhances my knowledge of and experience in urban greening/agriculture, midwest horticulture and community and youth outreach/education.

EDUCATION

University of Massachusetts Extension/National Science Teachers Association	Boston, MA
February 2005 Food Safety First Training	
Chicago Area Project	Chicago, Illinois
November 2005-December 2005 <i>Certification Advancing Youth Development</i>	
University of Indiana/School for Public and Environmental Affairs	Bloomington, Indiana
August 1998-May 2000 <i>MPA Urban Management/Community Development</i>	GPA: █
Lake Forest College	Lake Forest, Illinois
August 1994-May 1998 <i>BA Environmental Studies</i>	GPA: █
Boston University/School for Field Studies	Puerto San Carlos, Mexico
February 1997-May 1997 Community Planning/Development	GPA: █

EXPERIENCE

Chicago Botanic Garden	Glencoe, Illinois
<i>Urban Youth Programs Director, Windy City Harvest Department</i>	May 2001-present
<ul style="list-style-type: none">Manage a staff of 16 (4 full-time, 12 seasonal) to run the Windy City Harvest Youth Farm program, an urban agriculture youth development opportunity for 90 Chicago-area youth ages 15-18 with production sales goals of \$42,000 annually to mostly food desert communitiesWorked as part of a team with other greening organizations to put on city-wide events such as the Great Perennial Divide, the Green and Growing Fair, and the American Community Gardening Association's national conferenceAppear regularly on various media outlets including "Chicago Tonight", a nightly Chicago television news show, and "The Afternoon Shift" on Chicago Public Radio to discuss a variety of gardening topicsPrepare and present approximately gardening workshops annually for corporations, libraries, and garden clubs.Assist in the development of written, illustrated and photographic materials pertaining to urban greening issues for education and publication purposes and food safety issues around school garden food including co-authoring a chapter in <u>The Brooklyn Botanic Garden Guides</u> on gardening with youth and <u>Eat What You Grow!</u> a manual for food safety practices in school gardens	

City of Chicago Mayor's Office of Workforce Development

Chicago, Illinois

Project Coordinator

January 2000-May 2001

- Administer a grant from the Department of Labor to increase the accessibility/utility of workforce development system to individuals with mental illness, criminal history, and/or homelessness, including assisting in budget and contract management.
- Facilitate the development of a Mental Health Workforce Consortium including stakeholders from multiple vantage points to advise the evolution of the above-described project.
- Assist in implementing the City's public outreach campaign to inform low-income workers about the Earned Income Tax Credit—involve community groups, employers, and public service agencies.
- Plan multiple public forums and conferences to increase the public's awareness and understanding of the changes in Chicago's workforce development system.

Forest Preserve District of Cook County/The Nature Conservancy

Chicago, Illinois

Restoration Ecology Technician

Summer 1998

- Worked with a team to provide transect data from several nature preserves.
- Applied restoration techniques in restoring degraded remnant prairies.
- Used guides to identify native and non-native plant species within the preserves to gauge the effectiveness of and/or need for restoration efforts.

The Nature Conservancy

Chicago, Illinois

Student Intern

January 1998-May 1998

- Assisted in coordinating an environmental education/stewardship program in conjunction with Chicago schools, specifically targeting low income areas.
- Educated teachers and students of all ages on ecological restoration techniques.
- Worked with Microsoft Excel to create a demographic spreadsheet for project analysis

The Shedd Aquarium

Chicago, Illinois

Horticulture Intern

June 1997-August 1997

- Assisted in the planning and planting of Aquarium green spaces.
- Performed daily maintenance of extensive gardens.

RELEVANT COURSEWORK

Environmental Studies: Biology of Cells, Evolution and Ecology, Environmental Economics, Seminar in Energy Use and Policy, Global Issues in Biology

Non-profit Management/Community Development: The Non-profit and Voluntary Sector, Non-profit Management, Urban Economic Development

School of the Chicago Botanic Garden: Deciduous Trees, Botany & Taxonomy, Deciduous Flowering Shrubs, Spring Flowering Bulbs, Graphics for Design

HONORS/ACTIVITIES

Employee of Distinction, Chicago Botanic Garden 2008; Member of Phi Beta Kappa, Inducted May 1998; Senior Prize in Environmental Studies, May 1998; Recipient of Alumni Scholarship from Lake Forest College, September 1994; President of Campus Habitat for Humanity; Captain of Women's Ice Hockey team, Environmental Studies Advisory Board.

Federico R. Waitoller, Ph.D.
 University of Illinois at Chicago
 Special Education
 College of Education
 1040 W. Harrison M/C 147
 Chicago, IL 60607
 fwaitoll@uic.edu

EDUCATION

2011 Ph.D., Special Education
 Arizona State University, Tempe

2007 M. Ed. Special Education with focus in Emotional and Behavioral Disabilities
 University of Washington, Seattle

2003 Bachelor of Arts in Psychology
 Columbia College, Columbia, Missouri

PROFESSIONAL EXPERIENCE

2011-Present Assistant Professor, Department of Special Education, College of Education, University of Illinois at Chicago

SELECTED AWARDS, GRANTS, AND FELLOWSHIPS

Examining the Experiences of Black and Latino Families of Students Receiving Special Education in Charter Schools. Policy and Social Engagement Fellowship, Institute for Research on Race and Public Policy, \$10,000 (2015-2016).

On becoming urban teachers: A case study of urban teacher competencies. Cluster Impact Research Grants, College of Education, University of Illinois at Chicago, \$40000 (2014-2016).

Access, inclusion, and outcomes of minority special education students in Chicago charter schools. Scholar Grant from the Institute for Research on Race and Public Policy, \$12,000 (2013-2014).

Equity in inclusive education. Faculty Fellowship from the Institute for Research on Race and Public Policy, \$14,000 (2012-2013).

SELECTED REFEREEED PUBLICATIONS

Waitoller, F. R., Maggin, D. M., & Trzaska, A. (2015). *A longitudinal comparison of enrollment patterns of students receiving special education in urban neighborhood and charter schools*. Manuscript submitted for publication

Waitoller, F. R., & Artiles, A. J. (2015). *Examining School-based Teacher Learning: Resolving Contradictions in School/University Partnerships for Inclusive Education*. Manuscript submitted for publication.

Waitoller, F. R., & Pazey B. L. (2015). Examining competing notions of social justice at the intersections of high-stake testing practices and parents' rights: An inclusive education perspective. Manuscript accepted for a special issue of the *National Society for the Study of Education* to be published in 2016.

Waitoller, F. R., & Kozleski, E. B. (2015). No stone left unturned: The emergence of New Capitalism in inclusive education reform. *Education and Policy Analysis Archives*, 23(18).

Waitoller, F. R., & King Thorius, K. (2015). Playing hopscotch in inclusive education reform: Examining promises and limitations of policy and practice in the U.S. *Support for Learning*. Manuscript in press.

Waitoller, F. R., Kozleski, E. B., & Gonzalez, T. (2015). Professional inquiry for inclusive education: Learning amidst institutional and professional boundaries. *Journal of School Effectiveness and School Improvement*. Manuscript in press.

Waitoller, F. R. (2014). Becoming culturally responsive special educators amidst school/university partnerships: Teaching and learning in boundary-zone activity. *Mind, Culture, and Activity*, 21(1), 53-73.

Waitoller, F. R., Artiles, A. J. (2013). A decade of professional development research in inclusive education: A critical review and notes for a research program. *Review of Educational Research*, 83(3), 319-356.

Waitoller, F. R., & Kozleski, E. B. (2013). Working in boundary practices: Identity development and learning in partnerships for inclusive education. *Teaching and Teacher Education*, 31, 25-45.

Waitoller, F. R., & Kozleski, E. B. (2013). Understanding and dismantling barriers for partnerships for inclusive education: A cultural historical activity theory perspective. *International Journal of Whole Schooling*, 9(1), 23-42.

Artiles, A. J., King Thorius, K., Bal, A., Neal, R., **Waitoller, F. R., &** Hernandez Saca, D. (2011). Beyond culture as group traits: Future learning disabilities ontology, epistemology, and inquiry on research knowledge use. *Learning Disabilities Quarterly*, 34(3), 167-179.

Kozleski, E. B., & **Waitoller, F. R.** (2010). Teacher learning for inclusive education: Understanding teaching as a cultural and political practice. *International Journal of Inclusive Education*, 14(7), 655-666.

Waitoller, F. R., Artiles, A. J., & Cheney, D. (2010). The miners' canary: A review of overrepresentation research and explanations. *Journal of Special Education*, 44(1), 29-49.

SELCTED BOOK CHAPTERS

Waitoller, F. R., & Radinsky, J. (2015). Using spatial analysis to understand inequities at the intersections race and disability. In *The Spatial Search to Understand and Address Educational Inequity to Inform Praxis*. Stylus. Manuscript in preparation

Waitoller, F. R., & Annamma, S. A. (2015). Taking a spatial turn in inclusive education: Understanding complex equity issues. In M. Tejero Hughes & E. Talbott (Eds.), *The handbook of research on diversity in special education*. NY: John Wiley and Sons, Inc. Manuscript in preparation.

Kozleski, E. B., Artiles, A. J., & **Waitoller, F. R.** (2014). Equity in inclusive education: A cultural historical comparative perspective. In L. Florian (Ed.). *The sage handbook of special education* (second edition) [pp. 231-250]. London: Sage.

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children (Division for Culturally and Linguistically Diverse Exceptional Learners)
 American Educational Research Association (Division G, Social Context of Education; Division K, Division of Teaching and Teacher Education; Disability Studies SIG; Special Education Research SIG)

EDITORIAL SERVICE

Editorial panelist, *International Journal of Inclusive Education*
 Editorial board, *International Journal of Whole Schooling*
 Editorial Panelist, *Multiple Voices for Ethnically Diverse Exceptional Learners*

ERIC "RICO" GUTSTEIN

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University of Illinois—Chicago
College of Education
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(312) 413-2410

EDUCATION

1993 Ph.D. University of Wisconsin—Madison. Dissertation title: *SIFT: A Self-Improving Fractions Tutor*. Conducted detailed study of a tutor (of fractions) and developed a self-improving computer tutor based on her knowledge.

Computer Sciences with Education minor. Concentration: Applications of cognitive science and technology to mathematics education, artificial intelligence, machine learning, mathematics education, and mathematical foundations of computing.

1989 M.S. University of Wisconsin—Madison. Computer Sciences.

1987 B.S. Empire State College—SUNY, New York, NY. Mathematics and Computer Studies.

PROFESSIONAL EXPERIENCE

2007-present Professor, Mathematics Education, Dept. of Curriculum and Instruction, University of Illinois—Chicago

2001-2007 Associate Professor, Mathematics Education, University of Illinois—Chicago, Dept. of Curriculum & Instruction. Doctoral courses and graduate and undergraduate mathematics education certification courses (elementary & middle-school).

2000—2001 Associate Professor, Mathematics Education, DePaul University School of Education. Graduate and undergraduate mathematics education certification courses (elementary & middle-school) courses.

1994—2000 Assistant Professor, Mathematics Education, DePaul University School of Education. Graduate and undergraduate mathematics education certification courses (elementary & middle-school) courses.

1997—2003 Teacher Researcher, Chicago Public Schools. Mathematics teacher at middle-school (one class) as part of ongoing research/service project.

1987—1992 Lecturer and graduate teaching assistant, University of Wisconsin-Madison, Dept. of Computer Sciences. Graduate and undergraduate courses.

1972—1979 Mathematics Teacher, Freedom House of Madison, Inc. Mathematics teacher at multi-racial, alternative high school for low-achieving youth and their families.

SELECTED RESEARCH ACTIVITIES

1997-present Researcher. Project on teaching and learning mathematics for social justice in Chicago public schools.

1997-present Researcher. Study of Chicago public school policy and mathematics education.

2004—2006 Co-Principal Investigator, CEMELA (CEnter for the Mathematics Education of Latinos/as), NSF-funded Center for Learning and Teaching.

1997—2003 Researcher. Project about the influence of Chicago School policy on Latino/a students and teachers.

1996—2001 Evaluator, Consortium on Chicago School Research, Chicago Annenberg Study Project. Coordinated evaluation of teacher-developed mathematics assessment tasks and student work on the tasks for Annenberg network schools in Chicago.

1995—1998 Researcher. An ethnographic, school-based collaborative research and school change project about culturally relevant pedagogy, education for empowerment, and educational change.

1994—2000 Researcher. Project about the adoption of a standards-based mathematics curriculum in a Chicago bilingual (Spanish-English) public middle school.

1993—1994 Researcher, Delaware State Systemic Initiative. Project about the preparation of mathematics and science teachers in teaching for diversity, and about student learning and teacher change in a state-wide mathematics reform effort.

1992—1993 Graduate Assistant, Cognitively Guided Instruction Project, University of Wisconsin-Madison. Project about children's mathematics learning, teachers' use of pedagogical content knowledge, and teacher change.

1990 Researcher, National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison. Project about cognitive-science-based instructional efforts to teach young children to add and subtract.

SELECTED CURRICULUM AND PROFESSIONAL/PROGRAM DEVELOPMENT

2005-present Associate Professor/Professor (2007), University of Illinois—Chicago. Provide mathematics professional development in teaching mathematics for social justice, Chicago public high school oriented toward Social Justice.

2000—2001 Associate Professor, DePaul University School of Education. Provided mathematics professional development in Cognitively Guided Instruction, Manierre public school (Chicago).

1994—2000 Assistant Professor, DePaul University. Provided in-class and after-school inservices to mathematics teachers in Chicago-area public schools. Coordinated adoption of new, NSF-funded curriculum (*Mathematics in Context*, grades 4-8); helped design assessments and align mathematics curriculum to district, state, and national goals and outcomes at Chicago Public School.

1993—1994 Director, Mathematics Education Programs and Development, Delaware State Systemic Initiative. Led mathematics component of state-wide team to develop and implement mathematics education reform: planned and carried out professional development; assisted in curriculum development. Also, coordinated mathematics education restructuring for 16 schools, and initiated development of the equity component of state-wide math/science education reform project.

1992—1993 Graduate Assistant, Cognitively Guided Instruction Project, University of Wisconsin-Madison. Provided support to elementary school teachers in research-based mathematics education program.

BOOKS

Gutstein, E., & Peterson, B. (Eds.). (2013). *Rethinking mathematics: Teaching social justice by the numbers* (2nd Ed.). Milwaukee, WI: Rethinking Schools, Ltd.

Gutstein, E. (2006). *Reading and writing the world with mathematics: Toward a pedagogy for social justice*. New York: Routledge.

Gutstein, E., & Peterson, B. (Eds.). (2005). *Rethinking mathematics: Teaching social justice by the numbers*. Milwaukee, WI: Rethinking Schools, Ltd.

Jeanette B. Taylor

home
cell phone
@

OBJECTIVE:

To obtain a position with a company where I can use my leadership skills and management skills

EMPLOYMENT HISTORY:

2010-2015 -Kenwood Oakland Community Organization

Parent organizer-assistant program coordinator-organizer and inform parents on decision about education. Help assist with youth ages 5-13 thru youth leadership, tutoring, world study and view, self-awareness

Assistant program director-supports and assist with program implementation of program goals, develop and maintain relationship with youth and parents, build relationships with schools, act as a resource for program information, input attendance and observation notes for 30 or more youth, resolve issues within program

Proposal writer-wrote parent component for the Bronzeville Global Achievers Village and Dyett global leadership and Green technology

Parent advocate-assist parents in the decision making process concerning their youth

2008-2007 - Liens n Things

House ware Department manager- set floor plan for sales and markdown down for merchandise, creates displays, promote sales, customer service, supervise 3 to 5 personal, make weekly work schedules, inventory merchandise

2007-2005- TJ Maxx

Jewelry Manager- set display case for sale of items, price and markdown merchandise, inventory daily shipments, promotes sales of merchandise, customer service, clean and repair jewelry

2004-2000 K-Mart

Layout personal- set shelves and merchandise to fit store layout

Bedding manager- create bed displays, fold towels, markdown and merchandise, customer service

1994-2015 Irvin C. Mollison

Local School Council member and president

EDUCATION:

Dunbar Vocational High school

Dawson Technical College

REFERENCE

Kimberly A Butler- [REDACTED] -Office Manager

Donald Jackson - [REDACTED] - Store Manager
Denise Jackson- [REDACTED] -Accountant

PROFILE

Transformative school leader who is committed to ensuring the best possible educational outcomes for all students in urban communities. Track record of success at the classroom and school level and diverse experiences improving student learning through work with school staff members and families and communities. In-depth experience moving teachers toward best practices in high school literacy, mathematics, and science instruction. Goal-oriented, data-driven, and extraordinarily passionate about educational justice.

PROFESSIONAL EXPERIENCE

Bowen High School, Chicago, IL

2011-Present

[79% African American, 21% Latino, 97.6% Low Income]

Principal

School leader who created conditions for success following difficult consolidation from four schools into one

- Improved school holistically through dual focus on instruction and organizational capacity that included:
 - Improving the quality of teacher planning and instruction through targeted and strategic professional development and regular coaching and feedback cycles
 - Developing the capacity of department and grade level facilitators to lead highly productive and collaborative teams focused on improving student outcomes through coordinated implementation of teacher learning
 - Re-envisioning school climate team to create safe positive environment leading to a 50% reduction in incidents of serious student misbehavior
 - Creating and developing the capacity of an attendance team that increased average daily attendance nearly ten percentage points
 - Initiating strong community partnerships that led to a free after school enrichment program open to all students
 - Improving school organizational culture through strategic and purposeful communication

Wells Community Academy High School, Chicago, IL

2010-2011

[49% African American, 49% Latino, 2% White, 93.4% Low Income]

Principal Resident and Acting Assistant Principal

Instructional leader who built a collaborative community to improve learning outcomes for staff and students

- Developed organizational and staff capacity to enable our vision for transformation by:
 - Developing teacher capacity to use data to improve instruction through the design and implementation of a new schoolwide interim assessment system
 - Restructuring school support staff to increase efficiency, productivity, and communication while also creating a strong, collegial staff culture
 - Improving the quality of classroom instruction through instructional coaching and the development of teacher learning communities and learning community leaders Instituting an
 - Leading the post-secondary team to dramatically increase rates of family involvement in the college preparation process resulting in greatly improved college access for students
 - Envisioning and creating a schoolwide RtI team to develop targeted academic and behavioral supports to ensure that students get/stay on-track and increase overall success in school
 - Re-engaging and re-energizing the entire school community around a vision for a positive school climate that emphasizes the expectation of success for all students
 - Guiding the establishment of highly productive grade level and subject area teams through purposeful development for team leaders and the securing of common planning time
 - Advancing teacher proficiency with planning by developing new planning tools and resources and by designing and executing subject-specific teacher development opportunities

Teach For America, Chicago, IL

2008-2010

Program Director

Teacher developer responsible for leading and supporting cohorts of 30 first and second year teachers.

- Exceed regional and national averages in teacher effectiveness, satisfaction, and retention by:
 - Crafting policies and expectations that led to increased rigor in all Teach For America mathematics and science classrooms in Chicago and nationwide
 - Leveraging data-based problem solving conversations to improve the quality of instruction in teachers' classrooms
 - Developing and implementing new, more effective training and professional development models for teachers

Cesar Chavez Public Charter School, Washington, D.C.

2005-2008

[73% African American, 26% Latino, 1% Other, 71% Low Income]

Science Mentor Teacher

Leader for curriculum and instruction in the science department and literacy across the entire school

- Drove the development of a high quality instructional program at a new charter school through:
 - Developing and teaching rigorous chemistry, earth science, and physics courses
 - Leading the school's literacy initiative, which resulted in a 25% increase in the number of students who were proficient in reading on the D.C. Comprehensive Assessment System
 - Improving teacher quality by providing intensive instructional coaching
 - Creating a strong, professional community of teacher learners by designing and facilitating weekly adult learning community meetings
 - Managing the science department budget and making critical personnel decisions
 - Founding and developing the school's first Parent-Teacher Association

EDUCATION

2010-Present Doctoral Candidate in Urban Education Leadership, Anticipated Graduation: Spring 2016
University of Illinois at Chicago, GPA █

2007 M.A. in Teaching with a concentration in Secondary Science
American University, GPA █

2005 B.S. in Biochemistry and Molecular Biology, Magna cum laude
The University of Massachusetts at Amherst, GPA █

CERTIFICATION

Illinois Type 75 Administrative Certification

Illinois Type 09 Certification in Science

Chicago Public Schools Principal Eligibility Process – Passed

PUBLICATIONS

Kirmes, J.L. (2009). Independence is the greatest gift I can give: using the gradual release of responsibility framework. In S. Plaut (Ed.), *The right to literacy in secondary schools: Creating a culture of thinking* (pp. 152-164). New York: Teachers College.

REFERENCES

Available upon request

Aaron “Jitu” Brown

email

QUALIFICATIONS

This applicant has: over 20 years' experience in transformational youth and parent leadership development, program management and community organizing. Excellent strategic planning, program management and organizational and curriculum development skills; outstanding verbal communication skills; excellent business and creative writing skills; a motivational and collaborative style of leadership; and a balanced, responsible approach to fiscal management.

EDUCATION

Northeastern Illinois University

University without Walls Program for B.A. in Liberal Arts

Currently Enrolled

GPA: [REDACTED]

EMPLOYMENT

Kenwood Oakland Community Organization Chicago, Illinois 6/13 – present
Journey for Justice Alliance National Director

- Build a working national network of community based organizations seeking parent, community and student voice in shaping the education institutions in their communities;
- Develop strong local and national campaign calling for community-driven school improvement.
- Build effective partnerships that will aid in the community-led movement for education justice in the United States.

Kenwood Oakland Community Organization Chicago, Illinois 4/06 – present
Education Organizer

- Build local network of local school council members, parents, and community residents who work together to improve schools in the greater Bronzeville area;
- Coordinate the Voices of Youth in Chicago's Education Initiative;
- Develop effective partnerships with community and labor organizations to impact local education policy and practice.

South Shore School of Entrepreneurship Chicago, Illinois 9/02 – 4/06
Resource Coordinator for Campus Community School

- Developed 3pm-8pm community hub with programs and activities based off of input from parents, students and community residents;
- Managed the day-to-day operations of 23 different programs Monday-Friday from 3pm-8pm, supervising program vendors and school staff; and
- Coordinated resource and oversight committees to generate financial and material resources to support the community school and to insure cohesion between in-school teaching and learning and after-school programs.

Umoja Leadership Institute
Program Coordinator

Chicago, Illinois

9/92 – 6/07

- Coordinated leadership development program in 12 Chicago Public elementary and high schools, Champaign county juvenile detention center, and other school districts throughout Illinois as in-class, pull-out and after-school programs;
- Trained over 300 Chicago Public School teachers on classroom management, student leadership development strategies and infusing African and African-American history in the students curriculum;
- Supervised team of 12 consultants to implement program in targeted schools, and;
- Developed various sets of curriculum to address school needs; gender specific, primary age, student council, social development, cultural awareness and academic enrichment.

PROFESSIONAL ASSOCIATIONS

Kenwood Oakland Community Organization Board of Directors, 1993-2006
Board of Directors, Network for Public Education, 2014

HONORS/AWARDS

Rainbow Push Coalition Community Leadership Award, 2014
Toby Print-Dovie Thurmond Everyday Hero Award, 2013
Community Leadership Award, Mollison Elementary School 2010
Outstanding Service Award, Kenwood Oakland Community Organization, 2005 & 2011
Community Service and Commitment Award, Doolittle East Elementary School, 1996
Special Leadership Award, American Friends Service Committee, 1996
Outstanding Dedication and Commitment Award, African American Community Empowerment Program, 1994

Gregory Vincent Larnell

Department of Curriculum and Instruction
College of Education
University of Illinois at Chicago
1040 West Harrison Street (MC 147)
Chicago, IL 60607-7133

glarnell@uic.edu

EDUCATION

Ph.D. 2011. Mathematics Education, Michigan State University, East Lansing, MI
Colleges of Natural Science and Education

B.A. 2004. Mathematics, Lake Forest College, Lake Forest, IL
(Minor concentration: African American Studies)

RECENT ACADEMIC EMPLOYMENT

August 2011–Present **Assistant Professor**, University of Illinois at Chicago, College of Education, Department of Curriculum and Instruction

January 2011–July 2011 **Assistant Project Director**, Michigan State University, ADAPP-ADVANCE/Office of the Provost and Office for Inclusion and Intercultural Relations.

PUBLICATIONS

Refereed Journal Articles

Larnell, G.V. (forthcoming). "More Than Just Skill: Mathematics Identities, Inequity, and Agency amid Transitions to Postsecondary Mathematics." To appear in the *Journal for Research in Mathematics Education*.

Larnell, G.V., Boston, D., & Bragelman, J. (2014). The stuff of stereotypes: Toward unpacking identity threats among African American students' learning experiences. *Journal of Education*, 194(1),

Larnell, G.V. (2013). On 'New Waves' in Mathematics Education: Identity, Power, and the Mathematics Learning Experiences of All Children. *New Waves – Educational Research and Development*. 16(1). 146-156.

Horvath, A., Deitiker, L., **Larnell, G.V.**, Wang, S., & Smith, J.P. (2008). Middle Grades Standards and Expectations: Constraints or Opportunities? *Mathematics Teaching in the Middle School*. 14(5), 275-282.

Refereed Book Chapters

Martin, D.B. & Larnell, G.V. (2013). "Urban Mathematics Education." To appear in R. Milner & K. Lomotey (Eds.), *Handbook of Urban Education*. New York: Routledge.

Larnell, G.V. & Smith, J.P., III (2010). Verb Use and Cognitive Demand in K-8 Geometry and Measurement Grade-Level Expectations. In J.P. Smith (Ed.), *Variability is the rule: A*

Companion Analysis of K-8 State Mathematics Standards. Charlotte, NC: Information Age Publishing, Inc.

Smith, J.P., III, **Larnell, G. V.**, & Tarr, J.E. (2010). Variability is the rule. In J.P. Smith (Ed.), *Variability is the Rule: A Companion Analysis of K-8 State Mathematics Standards*. Charlotte, NC: Information Age Publishing, Inc.

Newton, J., **Larnell, G.V.**, & Lappan, G. (2006). Analysis of K-8 Algebra Grade-Level Learning Expectations. In B. Reys (Ed.), *Consensus or Confusion? The intended mathematics curriculum as represented in state-level curriculum standards*. Charlotte, NC: Information Age Publishing, Inc.

SELECTED MANUSCRIPTS IN PROGRESS

Larnell, G.V. (in preparation). “We *real* cool: Reconsidering the “cooling out” phenomenon among Black learners in remedial mathematics courses.”

Larnell, G.V. & Bullock, E.C. (in preparation). “Toward a socio-spatial framework for urban mathematics education”

SELECTED GRANTS, FELLOWSHIPS, AND HONORS

2013-14	Selected: National Center for Institutional Diversity Emerging Diversity Scholar citation, University of Michigan.
2013-14	Awarded: UIC Institute for Research on Race and Public Policy Faculty Scholar Grant awarded for “UIC-REMATH: Investigating the Mathematics Learning Experiences of Students Enrolled in Remediation Courses at the University of Illinois at Chicago.”
2012	Selected: National Science Foundation-Funded Project STaR (Service, Teaching, and Research for Early Career Mathematics Educators). Support to attend the Park City Mathematics Institute – Institute for Advanced Study.
2011	Semifinalist: National Academy of Education/ Spencer Foundation Postdoctoral Fellowship Competition. Washington, DC.
2004-2009	Awarded: Center for the Study of Mathematics Curriculum Doctoral Fellowship (National Science Foundation). Michigan State University. (Renewed in May 2005, 2006, 2007, 2008.)

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- Association for the Study of Higher Education
- Association of Mathematics Teacher Educators
- Benjamin Banneker Association
- National Council of Teachers of Mathematics
- Psychology of Mathematics Education – North American Chapter

PAULINE LIPMAN
University of Illinois at Chicago
1040 W. Harrison St., Chicago, IL 60607
312-413-4413 plipman@uic.edu

Education

1993 Ph.D. University of Wisconsin-Madison, Educational Policy Studies

Professional Positions

2006-present Director, Collaborative for Equity and Justice in Education, College of Education, University of Illinois-Chicago.
2007-present Co-Principal Investigator: Data and Democracy Project: Investing in Communities (with College of Urban Planning and Public Affairs)
2003-2006 Director, Institute for Teacher Development and Research, DePaul University.
1997-2001 Lead Researcher, Consortium on Chicago School Research
1993-1994 Research Associate and Policy Analyst, Urban Education Project, Research for Better Schools, Philadelphia.
1988-1992 Researcher, National Center on Organization and Restructuring of Schools and National Center on Effective Secondary Schools, Wisconsin Center for Education Research, University of Wisconsin-Madison.

University Teaching Positions

2006-present Professor, Educational Policy Studies, College of Education, University of Illinois-Chicago.
1994-2006 Assistant /Associate Professor, School of Education, Department of Educational Policy Studies and Research, DePaul University, Chicago.

School/Community Collaborations

2011-2012 Dyett High School, Research on CPS-Dyett history
2009-2010 Working group, Hazel Johnson School for Environmental Justice, Altgeld Gardens, Chicago
2006-2008 Network of Chicago social justice high schools.
2006-2007 Research on Midsouth school closings, with Kenwood Oakland Community Organization.
2004-2006 Kelvyn Park Social Justice Youth Leadership Academy.
1994-1995 Perspectives on Success in an African American Urban Elementary School, R. W. Coleman Elementary School, Baltimore, MD.

Books

Lipman, P. (2011). *The new political economy of urban education: Neoliberalism, race, and the right to the city*. New York: Routledge.
Lipman, P. (2004). *High Stakes Education: Inequality, Globalization, and Urban School Reform*. New York: Routledge. AESA Critic's Choice Award.
Lipman, P. (1998). *Race, Class, and Power in School Restructuring*. Albany: State University of New York Press. AESA Critic's Choice Award.

Selected Recent Book Chapters

Lipman, P. (2015). Accumulation by dispossession: Closing schools and state abandonment of communities of color. In B. Picower & E. Mayorga, *What's Race Got To Do With It: How current school reform policy maintains racial inequality*. Peter Lang Publishers.

Gutstein, E. & Lipman, P. (2014). O renascimento do sindicato dos professores de Chicago e as possibilidades de um movimento contra hegemônico da educação. In D. Andrade Oliveira & S. D. Gomes Melo, Eds., *Sindicalismo docente, desafios e perspectivas*. Camaragibe, Pernambuco, Brasil: SINTEPE.

Gutierrez, R. R. & Lipman, P. (2012). School Discipline, Race, and Ethnicity. In J. A. Banks, Ed., *Encyclopedia of Diversity in Education*. Thousand Oaks, CA: Sage.

Lipman, P. (2012). Mixed income schools and housing policy in Chicago: A critical examination of the gentrification/education/”racial” exclusion nexus. In G. Bridge, T. Butler, L. Lees, Eds., *Mixed Communities: Gentrification by stealth?* London: Policy Press.

Lipman, P. (2011). Neoliberal Urbanism, Race, and the Assault on Public Education – Chicago’s Intersecting Agenda. In W.H. Watkins, Ed., *Assault on Public Education*. New York: Teachers College Press.

Lipman, P. (2010). Racial reform on Chicago’s home front. In K. L. Buras, J. Randels, K. Y. Salaam & Students at the Center. Eds., *Pedagogy, policy, and the privatized city: Stories of dispossession and defiance*. New York: Teachers College Press.

Lipman, P. (2010). Etnografia edukacyjna i polityka globalizacji, wojny i oporu. In H. Cervinkova & D. Golebniak, Eds., *Pedagogika i antropologia zaangażowane*, pp. 429-447. Wroclaw, Poland: Wydawnictwo naukowe Dolnoslaskiej Szkoły Wyzszej.

Lipman, P. (2009). Education and the right to the city: The intersection of urban policies, education, and poverty. In S. Ball, M. W. Apple & L. A. Gandin, Eds., *International Handbook of the Sociology of Education*, pp.241-252. London: Routledge.

Lipman, P. (2009). Neoliberal Urban Education Policy: Chicago, a Paradigmatic Case of the Production of Inequality and Racial Exclusion. In C. Raffo, A. Dyson, H. Gunter, D. Hall, L. Jones & A. Kalambouka, Eds. *Education and Poverty in Affluent Countries: Mapping the terrain and making links to educational policy*. London: Routledge.

Lipman, P. (2009). “Politics by other means” – Education accountability and the surveillance state”. In T. Monahan. & R. D. Torres, Eds., *Schools under Surveillance: Cultures of Control in Public Education*. Rutgers, NJ: Rutgers University Press.

Editorial Publications

Lipman, P. & Monkman, K. (2008). Co-Editors, Globalization and Education. *The Handbook of Social Justice in Education*. W. Ayers, T. Quinn, & D. Stovall, Eds. Lawrence Erlbaum.

Recent Articles in Refereed Journals

Lipman, P. (2015). Urban education policy under Obama. *Journal of Urban Affairs*, 37(1), 57-61.

Lipman, P. (2014). Capitalizing on crisis: Venture philanthropy’s colonial project to remake urban education. *Critical Studies in Education*.

Lipman, P. (2014). “The Bigger Scandal.” *Kalfou: A Journal of Comparative and Relational Ethnic Studies*, 1 (1), pp.188-200. University of California, Santa Barbara.

Lipman, P. (2013). Collaborative research with parents and local communities: Organizing against racism and education privatization. *Education Forum*, 3 (50). Polish Pedagogical Society. [published in English and Polish]

Lipman, P. (2013). Economic Crisis, Accountability, and the State’s Coercive Assault on Public

Education in the USA. *Journal of Education Policy*, 28 (5), 557-573.

Lipman, P. (2012). Neoliberal Urbanism, Race and Equity in Mathematics Education. *Journal of Urban Mathematics*, 5 (2), pp.6-17.

Lipman, P. (2011). Contesting the city: neoliberal urbanism and the cultural politics of education reform in Chicago. *Discourse: Studies in the Cultural Politics of Education*, 32 (2), pp.217-234.

Lipman, P. (2009). The cultural politics of mixed income schools and housing: A Racialized Discourse of Displacement, Exclusion, and Control. *Anthropology & Education Quarterly*, 40 (3), pp. 215-236.

Lipman, P. (2008). Mixed-income schools and housing: Advancing the neoliberal urban agenda. *Journal of Education Policy*, 23 (2), pp. 119–134.

Lipman, P. & Haines, N. (2007). From education accountability to privatization and African American exclusion – Chicago’s “Renaissance 2010.” *Educational Policy*, 21(3), pp.471-502.

Awards and Fellowships

Hallsworth Visiting Professorship in the School of Environment, Education and Development, University of Manchester, Manchester England. Summer 2015.

Vicki Chou Faculty Research Award. College of Education, UIC. September, 2014.

Visiting Scholar. Havens Center for the Study of Social Structure and Social Change, Department of Sociology, University of Wisconsin-Madison. March, 2013.

International Member of the Polish Academy of Sciences. Lifetime membership in recognition for contribution to the social sciences and the humanities internationally and in the Polish context. 2013

Distinguished Contribution to Social Contexts in Education Research, Lifetime Achievement Award. American Educational research Association (2011).

Great Cities Faculty Scholar. Great Cities Institute, University of Illinois-Chicago (2007-2008).

American Educational Studies Association Critics Choice Book Award for *High Stakes Education: Inequality, Globalization, and Urban School Reform* (2004).

Senior Fellow in Urban Education, Annenberg Institute for School Reform, Brown University (1998-2000).

American Educational Studies Association Critics Choice Book Award for *Race, Class, and Power in School Restructuring* (1998).

Selected Public Service

Teachers for Social Justice, Chicago.

Communities Organized for Democracy in Education.

Ford Foundation, Powerful Ideas Project, Education Policy Groups to Consider Secondary School Reform Working Group (2010-2011).

Ford Foundation, Building Knowledge for Social Justice Project, Prior Political Movements and Ideological Change Working Group (2010-2011).

Expert Testimony: Detroit Board of Education vs. Robert Bobb, Emergency Financial Manager for Detroit Public Schools. Detroit Michigan. (June, 2010).

Illinois Legislative Report Card on Racial Equity Advisory Group, Applied Research Center, 2006, 2007.

National Advisory Board, Indicators Project, Cross City Campaign for Urban School Reform, Chicago. 2001-2003

Marc Lopez Kaufman

[REDACTED] • MKAUFMAN@JJC.EDU

Education

- Pursuing Ph.D. in Education: Curriculum Studies, University of Illinois at Chicago, Fall 2014 – present
- M.A. in English, New York University, 2008
 - Concentration: 20th Century American Literature
 - Thesis: Literary Naturalism vs. Early 20th Century Self-Improvement Philosophy in *Sister Carrie*.
- B.A. in English, Florida State University, 2005
 - While Honors Council Secretary, served as student representative in restructuring and expanding the course sequence of FSU Honors Program.

Higher Education Teaching and Curriculum Design Experience

- Assistant Professor of English, Joliet Junior College
Fall 2011 – Present
 - Tenured Fall 2014
 - Teach freshman and developmental English (101, 102, and 098), as well as American literature courses.
 - Member of JJC Student Learning Committee since 2012, which is revising the college curriculum, and updating outcomes and assessment procedures for the college's liberal studies programs.
 - Member of JJC Plainfield Pilot Committee since Spring 2015, designing reading and writing courses for the Plainfield School District. The goal is to link Plainfield senior English courses with the JJC upper-level developmental reading and writing curriculum, to guarantee passing students entry to ENG 101. Pilot to be implemented Spring 2017.

- Substitute Lecturer of English, Kingsborough Community College
Fall 2008 – Spring 2011 (Full-time status earned Spring 2010)
 - Taught the following courses:
 - ENG 04: Developmental Analytical Reading
 - ENG 92: Developing Competence in Reading and Writing
 - ENG 93: Developing Competence in Writing
 - ENG BW: Foundations for College-Level Writing
 - ENG 12, Freshman English I
 - ENG 24: Freshman English II
- CPE Curriculum Designer & Workshop Instructor Spring 2009 – Winter 2010
 - The CPE (CUNY Proficiency Exam) was the City University of New York exit exam, which required analytical comparison of two essays, as well as utilizing data to evaluate the accuracy of claims made in another reading.
 - I was appointed to design and teach a new semester-long workshop for students who had failed the test three or more times. 20 out of 22 students passed after taking the workshop.
 - I also individually tutored individuals who had failed the exam over three times.
- Tutor/College Assistant, Reading and Writing Center, **Error! Reference source not found.**

Spring 2008 – Spring 2010

- Tutored students individually, conducted writing labs, and sat in on courses linked to those labs.
- Taught or co-taught writing labs at all available developmental levels except beginning ESL: ENG 91, 92, 93, 04, BR, BW, W, R, ESL 09, and ESL 91. These courses have consisted of 12, 6, and intensive 2-week summer immersion classes.

Melissa M. Hughes

• Telephone: [REDACTED]

Experience:

TEAM Englewood Community Academy

Chicago, Illinois

June 2007 – Present

• **Founding Teacher**

- Recruited by school creators to be the founding English/Reading teacher.
- Create vision and establish school culture for a small public Chicago Public School.
- Developed and continue to develop lasting and formative relationships within the staff, students and community.

• **English Teacher**

September 2007- Present

- Piloted and continual implementation of Young Chicago Authors' Chicago Writes curriculum.
- Created Reading in the Language Arts Curriculum.
- Taught 9,10, 12th grade levels and imparted many curricula.
- Implemented/ Co-created *The People Speak: Englewood* a study and response in performance to Howard Zinn's work, in collaboration with Young Chicago Authors and The People Speak.

• **Senior Seminar Teacher**

- Helped create and implement post-secondary curriculum
- Collaborated with Area Post-Secondary Coach in implementing City Colleges Curriculum
- Facilitated parent meetings to aid in understanding of FASFA and post-secondary options
- 100% completion of FASFA during time as Senior Seminar teacher
- Organized multiple grade level college visits

• **One Goal Program Director**

March 2010-June 2013

- Recruited and supported a cohort of students in post-secondary pursuit for three years
- 100% of cohort completed FASFA and applied to seven best-fit schools
- Upon graduation, kept in ongoing contact with students during their freshmen year of college

• **Spoken Word Poetry Coach**

January 2009-Present

- Conceptualized and coached award-winning spoken word team.
- Performed with the Junior Chicago Symphony Orchestra
- Coached the team which was featured in the *Chicago Tribune*, *Huffington Post*, *WBEZ Chicago*, *The Chicago Reader*.
- Coached teams and individuals who have competed in Louder than a Bomb Finals for many seasons.
- Coached Keith Warfield to a Louder than a Bomb Independent Poet championship.
- Coached the team of the of Chuck D. Lyrical Terrorism Award for the 2014 season: "Hide Your Schools, Hide Your Homes, Hide Your Kids, because He's Wrecking it All." YouTube views to date: 61,208.
- Received the LTAB Coach of the Year Award of 2010.
- Started the South Side Slam, a recurring poetry slam which is still competed in at present.

George Henry Corliss High School

Chicago, Illinois

January 2004 – June 2009

- ***Reading in the Language Arts Teacher***

- Created Reading in the Language Arts curriculum
- Collaborated with Recorded Books, conducting research and receiving technology for students.

Young Chicago Authors Consultant

Chicago, Illinois

January 2009 - Present

- Acted as subject-area specialist for the development and implementation of the Fine Arts Curriculum: Chicago Writes.
- Serves as a mentor to new LTAB coaches through giving presentations and sharing advice.
- Given professional development to new teachers and coaches to implement Young Chicago Authors curriculum and pedagogy for the classroom and after school programs.

Degrees and Education:

<i>Pursuing Masters of Education: Youth Development</i>	<i>University of Illinois at Chicago</i>	<i>Chicago, Illinois</i>	<i>May 2017</i>
<i>Spoken Word Educator Graduate Level Certification</i>	<i>Concordia University</i>	<i>River Forest, Illinois</i>	<i>May 2014</i>
<i>Bachelors of the Liberal Arts and Sciences</i>	<i>University of Northern Iowa</i>	<i>Iowa City, Iowa</i>	<i>May 199</i>

Phillip Dworkin-Cantor



Education

University of Illinois at Chicago

Masters in Curriculum and Instruction – Education Policy, 2012

Focus on urban education and the political and economic trends shaping current educational outcomes and reform efforts.

Golden Apple Foundation/Northwestern University, Chicago, IL

GATE Internship – Accelerated Certification Program for Secondary School Science, Summer 2003

Illinois certification for grades 6-12 general science and biology. Additional endorsements social science and psychology

Grinnell College, Grinnell, IA

Bachelor of Arts Degree in Psychology, 1987

Experience

University of Chicago Network for College Success: Practice Based Inquiry Team Feb. 2015

Selected to join Practice Based Inquiry (PBI) team to assist Von Steuben High School's school improvement efforts. Participated in week long intensive observation of all school functions and produced advisory report to guide school improvement.

Local School Council, North-Grand High School 2014 to Present

Elected to represent fellow teachers on the Local School Council (LSC):

Approve school improvement plan and budget, participate in principal evaluation and school-wide improvement efforts along with parent, non-teacher staff and student representatives.

Instructional Leadership Team, North-Grand High School, Chicago, IL Fall 2008 to Present

Appointed by 3 principals to Instructional Leadership Team (ILT). Work with teachers and administrators to improve instruction based on protocols developed by the Network for College Success at the University of Chicago. Develop, implement and assess the North Grand Target Instructional Area to improve school-wide critical analysis.

Science Department Chair, North-Grand High School, Chicago, IL Fall 2006 to Present

Coordinate curriculum development, lesson implementation, and student assessment for high school of approximately 920 students. Facilitate departmental meetings, mentor new teachers, design and coordinate teacher professional development. Departmental activities include writing common assessments, data analysis and using protocols to looking at student work. The North-Grand Science Department has consistently increased ACT scores during my tenure as department chair and was in the top ten schools for Science ACT growth district-wide and number one in our CPS network in 2013.

Science and Social Science Teacher, North-Grand High School, Chicago, IL Fall 2006 to Present

Biology, Environmental Science and AP Psychology instructor: Designed and taught biology, honors biology, environmental science, honors environmental science and AP psychology courses to approximately 150 9th, 10th, 11th and 12th grade students at a Chicago Public School with over 95% of students below poverty line. Developed and executed engaging lessons and meaningful assessments according to Common Core, Illinois State and ACT College Readiness Standards. Designed differentiated lessons for special education students and English language learners in inclusion classes. Managed departmental supplies and curriculum development. Chaired departmental meetings and acted as liaison to administration for departmental issues. Won BP A+ for Energy Grant to allow students to convert a diesel vehicle to run on waste vegetable oil as an after school project. Created and sponsored student podcasting club and managed the school's organic garden.

Northwest Middle School Chicago, IL Fall 2003-2006

Sixth Grade Science and Language Arts Teacher: Taught Earth science, physical science and writing skills to 120 to 150 sixth graders each year at a Chicago Public School with over 94% of students below poverty line. Developed and executed engaging lessons and meaningful assessments according to Illinois state standards. Homeroom teacher to special education inclusion class. Received Chicago Foundation For Education grant in 2004 to enhance Earth science curriculum and Oppenheimer Family Foundation grant to start school radio station in 2005. Sponsor of Radio Club in which students create original audio programs on Mac and PC computers. Member of SIPPA committee, Project Read Literacy Team, and Technology Committee.

School of Biomedical Engineering, Northwestern University, Summer 2004

Research Experience for Teachers (RET) program: Worked on design team for “Project Prosthesis” engineering curriculum for middle school students, aligned curriculum with AAAS Benchmarks and IL standards, and designed web page architecture.

Angle Park, Inc., 1997 – 2003

Producer/Director: Produced and directed a wide range of film, video and interactive projects for corporations, museums and non-profit organizations. Specific duties included creating and managing project budgets, negotiating with clients, and vendors, developing creative concepts, researching and writing scripts, supervising film and video crews, directing talent, conducting video and audio interviews, shooting video footage, video and audio editing, design of interactive architecture for website and CD-ROM programs and supervision of staff. Clients included: The American Association for the Advancement of Science (AAAS), Carle Hospital, Crash Films, The Field Museum, Island Records, The Local Initiative Support Corporation (LISC), The MacArthur Foundation, Praxair Inc., and Singapore Airlines.

Freelance Film and Video Producer, 1992 – 1997

Responsible for all aspects of production, and post-production for music videos and broadcast design. Projects included 10,000 Maniacs, Geffen; Veruca Salt, Geffen; The Jesus Lizard, Touch and Go; Poe, Atlantic; Liz Phair, Atlantic, MTV Movie Awards; Smashing Pumpkins, Launch Digital Magazine.

Freelance Director of Photography and Cameraman, 1989 – 1995

Shot video, and motion picture film for a variety of music videos, documentaries, and short film projects. Highlights included music videos for Girls vs. Boys, The Poster Children. Documentary projects included “Rebel Radio,” “Legacy,” and “Voices.”

Freelance Still Photographer, 1986 – 1995

Created photographs for advertising and promotion. Clients included Touch and Go Records, Atlantic Records, Bloodshot Records, Hyatt Hotels, Meijer Stores, King Features, The Center for Neighborhood Technology, Theater Oobleck, The Curious Theater, Redmoon Theater, and The Lookinglass Theater.

Volunteer Experience

Picture This! Youth Photography Project 1997 – 1998

Mentor: Worked one-on-one with disadvantaged middle school age children from the Uptown neighborhood to develop confidence through mastery of basic photography skills.

Gallery 37, 1994

Videographer: Documented the creation and performance of a Spanish language play by youth in the Pilsen neighborhood. The footage was used by the visiting artists who facilitated the play upon their return to Mexico at the completion of the program.

DIF Jalisco, Guadalajara, Mexico, 1990

Photographer: Accompanied state social workers providing services to homeless children on the street for one month. The resulting photographs portraying the conditions of the children’s lives were used by the social workers in publicity, outreach and program development materials.

Internships

The Center for Neighborhood Technology, Chicago, IL, 1985

Researched alternatives to the renewal of Commonwealth Edison's monopoly franchise agreement with the City of Chicago. Assisted community-organizing efforts around energy and economic development issues.

Neuropsychology Lab, National Institute of Mental Health, Bethesda, MD, 1984

Assisted senior researcher with pharmacological memory study on primates. Reviewed the related literature and research on Alzheimer's disease. Results presented at National Neuroscience Conference, 1986.

Publications

"When Kids Connect, They Learn More," Chicago Sun-Times, Sept. 2014

Article about social and emotional learning (SEL) successes at North-Grand HS

A Student Guide to Energy, Vol. 4 Geothermal and Biomass Energy, John F. Mongillo, Greenwood Press, Santa Barbara, CA, 2011 (Pp. 122-126)

Interview feature about the North-Grand HS Fat to Fuel Waste Vegetable Oil Vehicle Conversion

Featured in Golden Apple Education Foundation annual report, 2005.

Photographs published in: Chicago Magazine, The Chicago Reader, The Chicago Tribune, New City, Today's Chicago Woman, Screen Magazine, DV Magazine and Digital Chicago Magazine.

Article: The Coherence of Visual Narratives published in Communication Research Vol. 18 No. 5, October 1991 (with R. Kraft and C. Gottinger)

Grants and Awards

Donors Choose Climate Changed Grant 2014

Purchased set of the 2014 graphic non-fiction book "Climate Changed; A personal Journey Through the Science" By Phillippe Squarzoni to use in Literature Circles in Environmental Science Class

BP A+ for Energy Grant 2007

STEAM (Science Technology Engineering Art and Mathematics) Project – Converted a diesel vehicle to run on waste vegetable oil. Supervised students and coordinated outside partners to purchase and modify a Mercedes Benz Diesel car to run on waste oil collected from local businesses. Built waste oil filtration system and created murals on the vehicle portraying the mechanical modifications to the vehicle as well as the energy stream being used to run the car.

2005 Oppenheimer Family Foundation Teacher Incentive Grant

For creation of low wattage school radio station to empower students to create their own media, highlight student work and improve school-parent communication.

2004 Chicago Foundation for Education Grant

For purchase of weather instruments in order to enhance Earth science curriculum.

2001 American Association of Museums Gold MUSE Award

For "Fact, Theory and Speculation," a multi-screen video exhibit element for the Sue exhibit at the Field Museum. (Producer and Director)

2001 American Association of Museums Silver MUSE Award

For “The Ever Changing View of T.rex,” a multi-screen video exhibit element for the Sue exhibit at the Field Museum. (Producer and Director)

Princella 'Jaribu' Lee

Education

Masters of Social Work

Chicago State University

2008

Bachelors of Science - Community Health Education

University of Illinois at Urbana- Champaign

1996

Professional Experience

- Support leaders in the development of campaigns, strategies and tactics to address improve their quality of life
- Participate in legislative strategies to advance organizational work
- Identify, Recruit and engage parent and student leaders to prepare them to exercise local school governance, engage in school-related and community efforts, and participate in KOCO's local and national education campaigns
- Work with parent and student leaders to build relationships, grow participation, and engage in trainings, to increase skills and effectiveness on issues and committee work and to positively impact personal growth.
- Implement leadership development strategies with identified parents and students to identify priority issues, increase involvement, and take ownership in issues and activities relevant to KOCO work in coordination with the education organizer.
- Plan, coordinate and carry out the organizing and facilitation of parent and student meetings as appropriate to problem-solve, educate their peers, and strategize around identified issues.

CASA of Cook County, Chicago, Illinois

December 2008 – June 2012

Director/Creating Independent Transitions for Youth (CITY) Program Coordinator

- Provided program administration and long-range planning for CITY Initiative
- Developed policies and procedures to advance program and organizational mission
- Supervised the hiring and performance evaluation process for staff, volunteers, and interns
- Coordinated Continuing Education Training Program for CASA volunteer advocates, staff and interns
- Designed plans and evaluated ongoing effectiveness of program
- Represented the organization as required on committees, work groups and in various meetings
- Cultivated collaborations with judges, attorneys, DCFS and other community agencies and institutions

Jewish Child & Family Services, Chicago, Illinois

May 2007 – November 2008

Supervisor, Residential Services

- Supervised and directed day to day operations of DCFS Residential Group Home
- Participated in the hiring, performance evaluation process, and supervision of child care staff
- Developed, planned and monitored systems to maintain compliance with DCFS and Medicaid mandates
- Implemented fiscal and budgetary controls for Residential Group Home
- Provided ongoing training, mentorship, and support to staff and youth
- Advocated on behalf of youth with schools, courts, and other institutions

References Available Upon Request

Proposed Dyett HS Principal

DUANE TURNER

Home: [REDACTED]

Cell: [REDACTED]

PROFILE

Energetic, dedicated school leader and teacher who believes culturally relevant and community driven education is the foundation for social and economic justice for our communities. Experienced leader and facilitator in developing best practices with professional learning communities. Resourceful, organized, problem solver able to quickly adapt and thrive in new environments. Aptitude to communicate persuasively in written, visual, and verbal form to a wide variety of audiences. **Principal Candidate - Walter H. Dyett Global Leadership and Green Technology High School - 2016**

PROFESSIONAL EXPERIENCE

Education Consultant

2014 – Current

- Work with non-profit organizations as a lead facilitator for school development
- Provide training to parents and residents on school safety, legal, and management issues
- Serve as advisor and developer of curriculum, intervention strategies, and after-school programs with community based organizations
- Lead facilitator and design team co-chair for community developed Walter H. Dyett Global Leadership and Green Technology High School CPS proposal

Mosaica Education

Principal - Frazier Preparatory Academy

2013 – 2014

Led school through the turnaround process using Data Driven Instruction and focus on student culture. Positive growth trends in both NWEA test scores and 100 percent reduction in student referrals. Received high scores on parent survey results. Implemented a professional learning community that focused on preparing teachers and students to meet the rigorous standards of Common Core and college readiness.

Chicago Public Schools, Chicago, Illinois

Teaching Assistant Principal – Wadsworth Elementary School

2007 - 2013

Provide instructional leadership and operational excellence for a 300 student elementary school with a 96 percent low income enrollment and over 100 students in temporary living situations. Provide classroom instruction in the area of science for 3rd, 4th, and 5th grade. Part of a leadership team that achieved student growth for 7 out of 8 consecutive years on ISAT.

- Successfully met and exceeded all core competencies - Chicago Public Schools Principal Eligibility Process, May 2012

DUANE TURNER

[REDACTED] @ [REDACTED]

Home: [REDACTED]

Cell: [REDACTED]

Magnet Cluster Lead Teacher – Wadsworth Elementary School 2005 - 2007

Leadership team member who planned and conducted staff professional development meetings, lesson plan development, student data analysis, and intervention strategies. Facilitated the alignment of math and science curriculum to the Illinois Assessment Framework and district/area initiatives, guided grade/cycle teacher led teams to develop and monitor instructional best practices, and mentored new teachers. Fostered parent participation and community partnerships. Assisted the administration with the implementation of the student code of conduct.

Major projects and accomplishments:

- Grant writing/Curriculum development: Wrote and awarded a grant designed to strengthen our math and science curriculum. Implemented two math and three science curricula. Coordinated budgeting, acquisition, and distribution of math and science materials. Observed, monitored, co-taught, and modeled instruction in the classroom with written feedback. Standardized scores increased by over 100% in math and 17% in science over a two year period.

Science Teacher – Wadsworth Elementary School 2001 - 2005

Created and taught a standards based interactive science curriculum for primary and middle grade students. Modeled and co-taught science curriculum with teachers in grades kindergarten through 8th. Science ISAT scores increased by 90% from the spring of 2001 to 2005. Teacher Research Assistant and Grant Award Recipient in Civil Engineering and Architecture, Illinois Institute of Technology, 2004.

Teacher – Betty Shabazz International Charter School 1998 - 2001

Led the effort to develop a cultural based science curriculum for each grade level. Presented, modeled, and collaborated with teachers from all grade levels on creating a standards based, coherent curriculum for all grade levels. Students gained an average of 1.5 years growth on ISAT in reading.

Teacher – Bret Harte Elementary School 1997 - 1998

Organized a school-wide anti-drug curriculum and campaign. Developed and conducted teacher in-services on character education from a cultural perspective.

DUANE TURNER

[REDACTED]
[REDACTED] @ [REDACTED]

Home: ([REDACTED])

Cell: ([REDACTED])

Teacher –Louis Wirth Elementary School

1992 - 1997

Founded, developed and served as coordinator of a culturally-based, gender specific pilot program within a public school that served over 100 students as part of my Masters degree thesis. Planned, established and directed an after-school tutorial and cultural program. Established a science club mentoring program for students.

EDUCATION

M.Ed., K-12 Administration, Chicago State University

M.A.T., Educational Studies, Columbia College

B.S., Geological Sciences, State University of New York – Fredonia State College

Certificate, Administrative (75), State of Illinois – June 2017

Certificate, Standard Elementary Teaching (3), State of Illinois – June 2017

Certified Evaluator, Performance Evaluation Review Act, State of Illinois – August 2017

Endorsement, Physical Science Upper Elementary/Junior High, State of Illinois

Jhatayn 'Jay' Travis

Qualifications Summary

Over a decade of conscientious community organizing, policy advocacy, and social justice activity. Experience with developing coalitions with community and labor organizations. Highly experienced in organizational development, capacity building, and revitalization strategies. Expertise in development and coordination of multi-issue campaigns, public policy and legislative advocacy to win laws that remove structural barriers. Highly regarded for promoting a collaborative, team-oriented work environment and ethic. Excellent analytical, written, organizational and verbal communications skills. Additional experience in:

Building strategic coalitions and partnerships with grassroots community based and labor organizations • Program development and management • Community organizing and campaign development • Identifying and cultivating grassroots leadership • Knowledge of developing and implementing strategic vision and organizational development

Education

University of Chicago	2002
School of Social Service Administration	Chicago, Illinois
Masters Degree	
Columbia College	1994
Marketing Major	Chicago, Illinois
Bachelors of Arts Degree	

Professional Experience

Program Officer	2012 – 2013
Woods Fund of Chicago	Chicago, Illinois

Developed special initiatives to support community organizing and public policy program areas. Reviewed grant proposals and provided oversight to over 35 community based and advocacy organizations. Developed request for proposals, provided technical assistance and capacity building support to grassroots organizations.

- Created a Capacity Building Initiative to increase funding opportunities for grassroots community organizations
- Collaborated with community based organizations and labor unions for a Chicago funders briefing regarding community organizations support of the Chicago Teacher's Union Strike
- Created a Racial Justice Grant Initiative to support the work of organizations whose work deliberately addressed racial inequities
- Revised grant making guidelines and criteria for Community Organizing Program Area
- Conducted an in-depth portfolio analysis that included a review of grant making and funding support from 2007-2011
- Reviewed and monitored grant applications in concert with Woods Fund Mission

Jhatayn 'Jay' Travis

Executive Director
Kenwood Oakland Community Organization

2000 – present
Chicago, Illinois

Revitalized grassroots organization with 45-year history through strategic visioning/implementation and organizational capacity building. Established long-term strategic partnerships with community based and labor organizations to strengthen organization's ability to win policies and campaigns to improve lives of core constituency. Led fundraising and development strategies that secured over 5 million dollars in funding support to restore community organizing as the chief function of the organization. Expanded impact of organization through participation in statewide and national education reform coalitions.

- Provides strategic direction and leadership to staff and board of directors in carrying out organizational mission
- Supervises senior level program, organizing and administrative staff
- Builds strategic coalitions and partnerships with diverse, community organizations around issues of education, youth employment, fair housing, and anti-hunger
- Represents organization in dealings with elected officials, civic and business leaders, and partnering agencies
- Provides leadership in developing organizing campaigns to address community concerns such as residential displacement due to gentrification, and city-wide school closings that displace students, teachers and staff
- Coordinates development activities including grant writing, donor cultivation and fundraising calendar management
- Provides fiscal management of organizational budget comprised of private and public grant dollars
- Provides day-to-day management of agency activities

Program Coordinator & Organizer
American Friends Service Committee

1995 – 2004
Chicago, Illinois

Created community based projects to engage community leaders and college interns in program development and community organizing. Established relationships with community, education and faith-based institutions as partners for community initiatives. Participated in the activities of the Third World Coalition and the Nationwide Women's Program. Built relationships within United Nations Department of Social and Economic Development to facilitate participation of community leaders in World Conference against Racism, Xenophobia and Related Intolerances. Represented Chicago staff at state and national inter-organizational meetings and functions

- Developed partnerships with 8 elementary schools and 10 community institutions
- Coordinated local, national and international youth organizing campaigns and initiatives including the coordination of a delegation to UN Conference Against Racism and the inclusion of recommendations in final UN Conference Report
- Provided project development and management
- Engaged in strategic planning with multi-ethnic organizations and programs including Latino, Arab, European, Asian, Native American, Gay/Lesbian/Transgender and Homeless youth
- Supervised community interns in 8 schools, 2 park districts and on 8 campuses
- Facilitated leadership development trainings
- Coordinated development activities including donor cultivation and grant writing

Jhatayn 'Jay' Travis

Event Planning Consultant
City Colleges of Chicago- Malcolm X College

1997 – 2006
Chicago, Illinois

Coordinated and planned special events for Malcolm X College. Developed the largest 7-day Kwanzaa celebration in the U.S. Coordinated community council of cultural and social institutions with average daily attendance of 400 people. Supervised volunteers and interns.

- Planned special events for Malcolm X College academic awards, scholarship galas and Kwanzaa
- Coordinated marketing and outreach efforts
- Supervision of event planning staff and coordination of logistics for keynote presenters, musicians and performance arts presentations
- Created media strategies that secured national and local print and television coverage for major news outlets in the Chicago land area

Boards

Illinois Issues Advisory Board Member 2011-2013

Honors & Awards

- Congressman Davis Black Woman of Courage Award 2013
- Action Now "Mahaley Somerville" Leadership Ward 2013
- AWBC Magazine 2013 Egretha Awardee 2013
- The Community Renewal Society's 35 Leaders under 35 Award
- Malcolm X College Community Leader Award
- Southside Empowerment Zone Cluster Appreciation Award
- Kenwood Oakland Board of Directors Leadership Award

Interviewed in the following periodicals and media outlets:

- Fox Television News-Mayoral Candidates Forum (January 2011)
- New York Times (December 2011)
<http://www.nytimes.com/2010/10/29/us/29cncpreckwinkle.html?scp=1&sq=Kenwood%20Oakland%20Community%20Organization&st=cs>
- Chicago Sun Times (April 26, 2010)
<http://www.suntimes.com/news/marin/2244728-452/cohen-quinn-african-american-governor.html>
- Chicago Tribune (August 2010)
http://articles.chicagotribune.com/2008-03/entertainment/0810020062_1_chicago-housing-authority-grocery-residents
- Chicago Tribune (August 2008)+

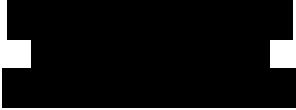
Jhatayn 'Jay' Travis

[http://articles.chicagotribune.com/2008-03/entertainment/0810020062_1_chicago-housing-authority-grocery-residents\)](http://articles.chicagotribune.com/2008-03/entertainment/0810020062_1_chicago-housing-authority-grocery-residents)

- Washington Post (September 2008)
http://pqasb.pqarchiver.com/washingtonpost/access/1669060301.html?FMT=ABS&FMTS=AB_S:FT&date=Mar+29%2C+2009&author=Kari+Lydersen+-+Washington+Post+Staff+Writer&pub=The+Washington+Post&edition=&startpage=A.3&desc=In+Chicago%2C+Olympic+Opponents+Organize
- WVON Talk Radio (August 2008)
- Chicago Tribune (October 3, 2008)
http://www.chicagotribune.com/classified/realestate/communities/chi-kenwood-profile_chomes_1003oct03,0,295450.story

References

Available Upon Request



QUALIFICATIONS SUMMARY

<ul style="list-style-type: none">• Writing position briefs• Policy analysis• Developing outreach communications	<ul style="list-style-type: none">• Producing maps• Actively participating on citywide committees• Presenting at conferences
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CAREER HIGHLIGHTS

Communication: Reports, Publications and Presentations

- Author and co-author of numerous reports, white papers and position briefs on local and national education issues
- Authored dozens of newsletter articles for the Chicago Teachers Union, Teamsters Local 743, UIC Great Cities Institute, West Town Leadership United, Universidad Popular
- Marketing and promotion: design and publish newsletters, including managing outside printing vendors; design and maintain websites, from initial idea to content management; create brochures to promote programs and educate the public
- Grant proposal writing and end-of-year reporting
- Guest lecturer, conference panelist and keynote speaker
- Media spokesperson; debated charter school issues on PBS' "Chicago Tonight"

Areas of Expertise include:

- Ongoing data collection of school and community-level statistics to analyze inequities in funding and services
- Use of Mapping technology to graphically display socio-economic data in relation to schools, economics and housing
- Monitor, track and evaluate annual budget and audit of the Chicago Public Schools
- Ongoing evaluation of school facility investments as a member of the Chicago Educational Facilities Task Force; preparing reports and public presentations of the summative facility data to advocate for equity
- Build and maintain MS Access databases

Teaching

- English as a Second Language Facilitator, Program Coordinator
 - Developed popular education curricula based on generative themes in community development and family literacy at four literacy sites, managing all of the staff and the partnership
- Computer Literacy
 - Microsoft Office Certification and resume writing at the North Lawndale Employment Center
 - Basic computer skills and resume writing at Rainbow House, a domestic violence shelter
- Developed 21st Century Community Learning Center curriculum for two schools
- Coordinated an after-school program focusing on positive life choices
- Prepared a group of parents for Institutional Review Board (IRB) certification at West Town Leadership United
- Substitute teacher in the Chicago Public Schools

EMPLOYMENT HISTORY

CHICAGO TEACHERS UNION – Chicago, IL
Research Facilitator, 2010 to Present

TEAMSTERS LOCAL 743 – Chicago, IL
Office Administrator, Communications, 2008 – 2010

GREAT CITIES INSTITUTE, UNIVERSITY OF ILLINOIS AT CHICAGO – Chicago, IL
Program Coordinator, 2004 – 2008

WEST TOWN LEADERSHIP UNITED – Chicago, IL
Special Project Consultant, 2005

ILLINOIS CENTER FOR VIOLENCE PREVENTION – Chicago, IL
Illinois After-School Partnership, Policy Fellow, 2004

FAMILY FOCUS – Chicago, IL
Youth Leader, 2003 - 2004

CHICAGO PUBLIC SCHOOLS – Chicago, IL
Substitute Teacher, 2001 – 2003

UNIVERSIDAD POPULAR – Chicago, IL
Program Coordinator, 1998 - 2001

EDUCATION AND CERTIFICATES

UNIVERSITY OF ILLINOIS AT CHICAGO
Master's Degree in Urban Planning and Policy, 2005

UNIVERSITY OF ILLINOIS AT CHICAGO
Bachelor's Degree in Anthropology and French, 1998

SCHOOL OF CONTINUING STUDIES – UNIVERSITY OF ILLINOIS AT CHICAGO
Certificate in Nonprofit Management, 2007

NATIONAL TRAINING AND INFORMATION CENTER
Certificate in Community Organizing, 2001

L'UNIVERSITE DE LA SORBONNE – Paris, France
Certificat du Cours de Civilisation Française, 1997

NON PROFIT INVOLVEMENT

ARISE CHICAGO
Board Member, Secretary-Treasurer, 2011 to Present

BICKERDIKE REDEVELOPMENT CORPORATION
Board Member, Secretary-Treasurer, Garden Club Member, 2001 – 2007

ECOVIDA
Board Member, Recording Secretary, 2005 - 2007